c.1

Perkins School for the Blind
Watertown, Massachusetts 02172

Charles C. Woodcock, Director

MOBILITY CURRICULUM

HV1708
P419
M713

1978

HV1708
P414
H713
Copyright

M.C. MIGEL LIBRARY
AMERICAN PRINTING
HOUSE FOR THE BLIND

CONTENTS

		Page
Acknowledgments		iii
Overview		iv
1.0 Unit	Conceptual Development and Personal Environment Awareness	1
2.0 Unit	Pre-Cane	19
3.0 Unit	Introduction to Cane Usage	27
4.0 Unit	Campus Travel	36
5.0 Unit	Residential Travel	42
6.0 Unit	Traffic Lights	63
7.0 Unit	Business Travel	69
8.0 Unit	Public Transportation	85
9.0 Unit	Congested Business Travel	108
10.0 Unit	Travel in Miscellaneous Areas	127
Glossary		139

11-6-80

Comp. Copy

ACKNOWLEDGMENTS

Appreciation is expressed to Benjamin F. Smith, former Director, and to the Curriculum Advisory Committee. Further appreciation is extended to Kevin J. Lessard, Acting Assistant Director and former Head of the Mobility Department and to Carolyn L. Hodgen for her assistance in typing the manuscript.

This Curriculum is the product of the time and work of the following past and present members of the Perkins Mobility Department:

Cheryl Besden
Lorraine Bruns
Scott Bryson
Margaret Dwyer
Hera Goodrich
Joseph Kopitsky
Kevin J. Lessard
Dennis Lolli
Gayla McClain
Carol Macknin
Kathleen Morse
Charles Roth
Dawn Werner

William T. Heisler
Curriculum Coordinator

OVERVIEW

The progress and success which students realize from orientation and mobility is often related to their previous experiences and acquired abilities. These experiences are usually gained by the person actively participating in the everyday activities of life: playing in a yard or playground, becoming acquainted with their neighborhood, and becoming familiar with commonly used community resources (stores, municipal buildings, etc.). These activities foster the students' development of their role within the home and community and serve as a reference for how they are expected to interact with others.

Orientation and mobility training is the process which builds travel safety and skills upon the person's awareness of community and self. Those students who are lacking in these fundamental abilities and experiences may not be ready for formal orientation and mobility. However, they may be able to benefit from training in areas more closely related to their needs: motor training, environmental awareness, and community experience.

There are students who may reach a level of attainment and remain there for a length of time. When this occurs, the person is said to have "plateaued" at that level. Some reasons that they may not be ready for the next step in orientation and mobility are:

a. Physical Coordination - The student may need more physical growth, maturation, or training to occur before further progress.

b. Emotional Maturation - The student may need to become more secure with his/her current status before advancing.

c. Motivation - For various reasons the desire to continue may diminish or not be present at all. In many of these cases it is felt best to wait until the student feels a need to resume training.

Some factors which may affect a person's readiness for training include:

a. Communication - The person should be able to express and understand some form of language.

b. Self-Control - The student should have a fairly good attention span and should be able to cope with everyday experiences such as being touched, hearing sirens, bumping into someone, or seeing a car go through a red light without becoming upset.

c. Physical/Medical - The student should have a posture and gait that will not interfere with traveling, be able to walk with another person holding hands or sighted guide, and should have no medical problems that would make independent travel unsafe, such as severe brain damage, heart disease or uncontrolled diabetes. Consultation with a doctor as to the advisability of walking outdoors is essential if there is any question.

d. Spatial Relationships - It is desirable that the person have a basic understanding of lines, turns, shapes, and spatial relationships between objects. The student will be expected to develop a sense of knowing "where I am, where I am going, and how to get there".

Therefore, the orientation and mobility program at Perkins deals with the areas of body image, posture, gait, motor coordination, spatial and environmental awareness, and student judgment. For this program to be successful a cooperative and direct affiliation must be made with personnel in physical therapy, physical education, classroom and other special teachers, and houseparents in order to insure consistent, positive reinforcement.

Although this Manual attempts to list skills in a developmental sequence, it should be mentioned that few students progress through it in sequence. This is a function of an individual's training program, changing to allow for differences

in readiness and learning styles. It should not be unusual for an individual, for example, to work on cane skills in a small business area. The mobility program looks at each student as an individual and views his/her training as a process to be established from the student's needs.

1.0 UNIT CONCEPTUAL DEVELOPMENT AND PERSONAL ENVIRONMENT AWARENESS

1.1 Body Awareness

1.1.1 Skill — Ability to touch and identify the following body parts:

head	neck	chest
hair	shoulders	stomach
ears	arms	back
face	upper arms	waist
throat	elbow	hips
side	forearms	bottom
forehead	wrists	legs
eyebrows	hands	thighs
eyelashes	fingers	knees
eyes	thumbs	shins
nose	pointer finger	calves
cheeks	middle finger	ankles
mouth	little finger	feet
lips	palm of hand	heels
teeth	knuckles	toes
chin	fingernails	big toes
		little toes

Objectives

1.1.1.1 Upon command, the student will touch a named body part on himself/herself.

1.1.1.2 After being touched by the instructor, the student will name which body part was touched.

1.1.1.3 Given the same "Simon Says", the student will play the game with the instructor using body parts.

1.1.2 Skill — Ability to locate and identify the above body parts on another person or model

Objectives

1.1.2.1 While the instructor and student are sitting facing each other, the student will touch the listed body parts of the instructor.

1.1.2.2 Given a doll with movable joints, the student will identify by touch its body parts.

1.0 Unit Conceptual Development and Personal Environment Awareness

1.1 Body Awareness

1.1.3 Skill — Ability to name the type of clothing worn on listed body parts

Objectives

1.1.3.1 — When given the name of a body part, the student will name the item of clothing worn on that body part.

1.1.3.2 — When given an article of clothing, the student will name the body part on which it should be worn.

1.1.4 Skill — Ability to measure height

Objective

1.1.4.1 — When standing against the wall, the student will put a crayon mark on the wall at the height corresponding to his/her own height.

1.1.5 Skill — Ability to identify the following body planes: front, back, top, bottom, and side

Objectives

1.1.5.1 — When touched by the instructor, the student will name the body plane which is touched.

1.1.5.2 — When the instructor names a body plane, the student will touch a part of his/her body located on the given plane.

1.1.6 Skill — Ability to move body parts

Objectives

1.1.6.1 — Upon command, the student will perform the following body movements:

sit up	wiggle fingers
sit down	wiggle toes (shoes off)
put arm up	shake arms
bend arm	shake top of body
straighten arm	move head in a circle
lie down	while sitting down, bend over
stand up	while lying down, bend legs
bend backwards	while lying down, straighten legs
bend to one side	put arm across body
bend to the other side	shake head
put head up	nod head

1.0 Unit Conceptual Development and Personal Environment Awareness

1.1 Body Awareness

1.1.6 Skill — Ability to move body parts

Objectives (continued)

1.1.6.2	While lying on the floor, the student will raise the part of the body that is touched by the instructor.
1.1.6.3	Upon command, the student will gesture "yes" and "no" using body movements.
1.1.6.4	Upon command, the student will move given body parts in rhythm to music.

1.0 Unit Conceptual Development and Personal Environment Awareness

1.2 Position and Positional Relationships

1.2.1 Skill Ability to utilize the following positional terms:

front (in front of)	away
face (facing)	far
back (in back of)	distant
rear	parallel
right	opposite
left	perpendicular
top	across
above	north
over	south
up	east
high	west
bottom	backwards
below	forwards
under	sideways
down	ahead
inside (in)	before
outside (out)	after
low	straight
beneath	around
center	upward
middle	downward
underneath	tilt
near	lean
close	along
next	beside

Objectives

1.2.1.1 Upon command, the student will touch a body part and identify its relationship to another specified body part.

1.2.1.2 Upon command, the student will move a body part in relation to another body part in a direction specified by one of the terms in 1.2.1.

1.2.1.3 Upon command, the student will touch a body part of the instructor and identify its relationship to another specified body part.

1.2.1.4 When the instructor moves a body part, the student will describe that movement in relation to another body part using the terms in 1.2.1.

1.2.1.5 Upon command of the instructor using the positional terms in 1.2.1, the student will place himself/herself in the correct positional relationship to an available object such as a table, chair, door, block, other.

1.0 Unit Conceptual Development and Personal Environment Awareness

1.2 Position and Positional Relationships

1.2.1 Skill Ability to utilize the following positional terms:

front (in front of)	away
face (facing)	far
back (in back of)	distant
rear	parallel
right	opposite
left	perpendicular
top	across
above	north
over	south
up	east
high	west
bottom	backwards
below	forwards
under	sideways
down	ahead
inside (in)	before
outside (out)	after
low	straight
beneath	around
center	upward
middle	downward
underneath	tilt
near	lean
close	along
next	beside

Objectives
(continued)

1.2.1.6 Upon command, the student will move two or more objects into a position to denote a specified positional relationship; e.g. next to each other.

1.2.1.7 When facing the instructor, the student will name the position into which the instructor moves a body part and will name its relationship to another body part.

1.2.1.8 When requested to do so, the student will define the terms in 1.2.1.

1.0 Unit Conceptual Development and Personal Environment Awareness

1.3 Size

1.3.1 Skill — Ability to utilize the following terms descriptive of size:

big	wide
large	narrow
huge	average
great	thick
little	medium
small	heavy
tiny	light
normal	half
tall	whole
short	quarter
long	width
length	depth
thin	

Objectives

1.3.1.1 Given two or more terms descriptive of opposite sizes, the student will touch two or more body parts appropriate to that size; e.g., big and little, short and long.

1.3.1.2 Upon command, the student will move his/her body a specified amount or to accommodate to a specified size; e.g. take a big step, a little step, make yourself tall.

1.3.1.3 Upon command, the student will compare sizes of his/her body parts with those of corresponding body parts of the instructor and will describe them in relation to the student's body parts, e.g., bigger, longer, heavier, other.

1.3.1.4 Given two or three objects of appropriately varying sizes, the student will manipulate them and describe their sizes in relationship to each other.

1.3.1.5 In a room containing several objects larger than the student, the student will state the size of the object relative to the size of his/her body.

1.3.1.6 When asked to do so, the student will define the tems in 1.3.1.

1.0 Unit Conceptual Development and Personal Environment Awareness

1.4 Shapes

1.4.1 Skill — Ability to differentiate the following shapes:

square	sphere
rectangle	arc
oblong	offset
round	straight
circle	corner
circular	line
semi-circular, 180°	kitty-corner
oval	border
flat	diagonal
triangle	horizontal
irregular	vertical
pointed	angular
box-shaped	angles - right, 45°, 90°, 180°, 360°
cube	

Objectives

1.4.1.1 Upon command, the student will touch a body part to approximately describe a shape; e.g. a round head, a flat back, other.

1.4.1.2 Upon command, the student will move a body part to form a requested shape; e.g., right angle at the elbow.

1.4.1.3 Using basic shape forms (as those found in the *Mitchell Kit), the student will first touch the requested shape and then match two or more similar shapes.

1.4.1.4 After tactually exploring a common household or classroom object, the student will describe its shape.

1.4.1.5 Upon command, the student will walk a route to approximate a shape. The student need not be accurate in his/her turns.

1.4.1.6 When asked to do so, the student will define the terms in 1.4.1.

*Mitchell Wire Forms with Matched Planes and Volumes; American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky, 40206

1.0 Unit Conceptual Development and Personal Environment Awareness

1.5 Time

1.5.1 Skill — Ability to tell time

Objectives

1.5.1.1 Given a model of a clock face preset by the instructor, the student will tell what time it is.

1.5.1.2 Given a model of a clock face, the student will move the hands to denote a specified time.

1.5.1.3 Given a braille watch, the student will tell the instructor the time.

1.5.1.4 Given any of the following terms, the student will verbally report the correct period of the day using his/her watch:

minute	forenoon
hour	noon
second	afternoon
dawn	evening
daybreak	dusk
morning	nighttime
	midnight

1.5.1.5 Given directions to meet at a certain time, the student will estimate the time, or use a watch, and arrive at the destination on time; e.g., "Meet me in the classroom in five minutes".

1.0 Unit Conceptual Development and Personal Environment Awareness

1.6 Distance and Measurement

1.6.1 Skill — Ability to measure

Objectives

1.6.1.1 Given a braille ruler and a yardstick, the student will indicate to the instructor an inch, several inches, a foot, two feet, a yard, or any portion thereof.

1.6.1.2 Given any classroom object, the student will tell the instructor its approximate length and width.

1.6.1.3 Upon command, the student will tell the instructor the approximate measurements of his/her own body parts, including total height and weight.

1.6.1.4 Upon command, the student will approximate the distance or dimensions of his/her surroundings, including room, building, campus, neighborhood, and town, using the following terms:

inch	far
feet	weight
yard	pound
mile	step
near	stride.

1.6.2 Skill — Ability to estimate distance in relation to time

Objectives

1.6.2.1 Upon command, the student will describe the differences in time between walking, running, riding in a car, train, or airplane, using the following terms:

quick	speed
fast	leg
slow	per hour
pace	per minute
pause	per second.

1.6.2.2 Given a limited amount of time and a destination to arrive at (first in the building, then on campus, in the town, state, or country), the student will tell the instructor if the amount of time is sufficient to walk or take transportation to that destination.

1.6.2.3 Given a destination, the student will tell the instructor how long it should take to arrive at that destination.

1.0 Unit Conceptual Development and Personal Environment Awareness

1.7 Auditory

1.7.1 Skill — Ability to be aware of, to identify, localize, and to discriminate classroom sounds

Objectives

1.7.1.1 When the teacher makes one of the following sounds, the student will identify it, point to, and describe its source and imitate it.

clapping hands	closing door
tapping on desk	moving chairs
stamping feet	yelling/whistling
using brailler	walking/jumping
closing window	other

1.7.1.2 When the teacher makes two of the sounds in 1.7.1.1, the student will identify and localize each sound.

1.7.2 Skill — Ability to identify, localize, and discriminate indoor sounds

Objectives

1.7.2.1 When being guided through a building, the student will identify, localize by pointing, and verbally describe the locations and walk to the sources of the following sounds:

elevators	office sounds
footsteps on stairs	kitchen sounds
voices	bathroom sounds
doors opening	school sounds
fan	bank sounds
swimming pool	store sounds
	other

1.7.2.2 When being guided through a building where two or more of the sounds in 1.7.2.1 are present, the student will identify and localize each of them.

1.0 Unit Conceptual Development and Personal Environment Awareness

1.7 Auditory

1.7.3 Skill — Ability to identify, localize, and discriminate outdoor sounds

Objectives

1.7.3.1 When being guided outdoors, the student will identify, localize by pointing, and verbally describe one of the following sounds and walk to its source:

construction	airplanes
traffic	animals
wind/leaves	sirens
children/playing	ocean
stores	other

1.7.3.2 When being guided through an area where two or more of the sounds in 1.7.3.1 are present, the student will identify and localize them by pointing to each.

1.7.4 Skill — Ability to use a sound source as an orientation guide

Objective

1.7.4.1 Upon command, the student will walk towards, away from, or parallel to a particular sound.

1.0 Unit Conceptual Development and Personal Environment Awareness

1.8 Olfactory

1.8.1 Skill — Ability to identify and discriminate odors

Objectives

1.8.1.1 — When presented with the following odors, the student will verbally identify them:

- household odors - including kitchen odors or spices, food, detergent, bathroom odors of soap, perfume, paint, oil
- school odors - including ink, paste, magic markers, swimming pool, other
- outdoor odors - including grass, dirt, car exhaust, flowers, other.

1.8.1.2 — When presented with two different odors in 1.8.1.1 or when present in a room with two or more odors, the student will state which odors are present.

1.8.2 Skill — Ability to utilize the olfactory sense as an orientation tool

Objectives

1.8.2.1 — After detecting an odor indoors, the student will go to its source.

1.8.2.2 — After detecting an odor outdoors, the student will go to the source of the odor, whether it be a bakery, laundry, fish store, or other.

1.8.2.3 — When guided to an unfamiliar location which can be detected by its odor (hospital, fruit stand, other), the student will say where he/she is.

1.0 Unit Conceptual Development and Personal Environment Awareness

1.9 Tactual

1.9.1 Skill — Ability to explore and discriminate tactual shapes haptically

Objectives

1.9.1.1 — When given four or five different objects from the *Mitchell Kit, or random classroom, household, or personal objects of comparable size, the student will tactually explore the objects and describe each one's properties, including comparable size, dimensions, texture, and temperature.

1.9.1.2 — Upon being shown first a raised wooden map, then a **Chang Kit map, a magnetic tape map and a raised line drawing of four or five blocks and streets, the student will explore the map and drawings and at the same time describe the layout of the map. He/she will then haptically follow a prescribed route on the map.

1.9.2 Skill — Ability to discriminate textures underfoot

Objective

1.9.2.1 — While being guided on a walk through the campus, the student will tell the instructor what kind of surface they are walking on, whether grass, gravel, cement, bricks, other.

1.9.3 Skill — Ability to detect changes in temperature and weather

Objective

1.9.3.1 — While being guided on a walk through the campus, both inside buildings and outside, the student will tell the instructor (inside) when they pass an open window, a drafty hallway, the furnace room, other; and (outside) when the climate changes rapidly or precipitation begins.

*Mitchell Wire Forms with Matched Planes and Volumes; American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky, 40206

**Chang Mobility Kit; American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky, 40206

1.0 Unit Conceptual Development and Personal Environment Awareness

1.10 Motor-Kinesthetic

1.10.1 Skill — Ability to stand and sit with proper posture

Objective

1.10.1.1 — After being shown how to stand and sit with shoulders back, face forward, stomach in, legs close together, and toes pointed forward, the student will stand in that position, first with his/her back to the wall, then away from the wall, and then sitting in a chair.

1.10.2 Skill — Ability to walk with correct posture, gait, and arm movements

Objective

1.10.2.1 — Upon command, the student will walk with correct standing posture, a normal base of support, a relaxed swinging arm movement, toes pointed forward and alternating feet touching the floor heel to toe.

1.10.3 Skill — Ability to walk in a straight line of direction

Objectives

1.10.3.1 — Upon command, the student will walk across an open area (gym, auditorium, etc.) the distance of about one hundred feet straight towards the instructor who is acting as a sound source.

1.10.3.2 — Upon command, the student will walk a straight line at a normal pace the distance of fifty feet across an open area without veering more than four feet to the left or right.

1.10.4 Skill — Ability to make accurate turns

Objectives

1.10.4.1 — While standing against a wall, the student will make an accurate left and right 90^{o} turn, a 180^{o} "about face" turn, and a 360^{o} turn around.

1.10.4.2 — Upon command, the student will make the turns described in 1.10.4.1 accurately, using the instructor as a sound source.

1.0 Unit Conceptual Development and Personal Environment Awareness

1.10 Motor Kinesthetic

1.10.4 Skill — Ability to make accurate turns

Objectives (continued)

1.10.4.3 — In an open area with no tactual or near auditory clues available, the student will accurately make the turns in 1.10.4.1.

1.10.5 Skill — Ability to detect inclines and declines

Objective

1.10.5.1 — On a guided walk through the campus, the student will tell the instructor whenever they walk down a decline or up an incline having at least the degree of slant of a driveway into a street.

1.10.6 Skill — Ability to sidestep

Objective

1.10.6.1 — Upon command, the student will sidestep to the left and to the right, first one, then two and three steps without changing line of direction.

1.10.7 Skill — Ability to walk up and down stairs

Objective

1.10.7.1 — First while being guided and then without a guide but holding a railing, the student will walk up and down a flight of stairs, putting only one foot on a step at a time while maintaining proper balance.

1.0 Unit Conceptual Development and Personal Environment Awareness

1.11 Indoor Environment

1.11.1 Skill — Ability to describe components of indoor environments

Objectives

1.11.1.1 When asked to do so, the student will describe the following terms:

rooms and the components thereof

wall	doorway
floor	window
ceiling	furniture
corner	light switches
door	other

specific rooms

den	cafeteria
kitchen	library
dining room	other

building construction

floor	corridor
stairs	elevator
stairway	roof
entrance	basement
exit	escalator
hallway	balcony
	other

specific buildings

library	school
store	house
fire station	other

1.11.1.2 Given two of the terms in 1.11.1.1 within the same category, the student will describe the differences between them in relation to their functions, locations, and structure; e.g., library and fire station, kitchen and living room, hallway and stairs.

1.11.1.3 Upon command, the student will answer Section 5 of the Pittsburgh Evaluation, Indoor Concepts.[1]

[1] Pittsburgh Blind Association, 300 South Craig Street, Pittsburgh, Pennsylvania, 15213

1.0 Unit Conceptual Development and Personal Environment Awareness

1.12 Outdoor Environment

1.12.1 Skill Ability to describe components of outdoor environments

Objectives

1.12.1.1 When asked to do so, the student will describe the structure, function, and location of the following:

blocks	sidewalks
corners	driveways
guidelines	lawns
fences	
streets	T, Y, + shaped intersections
one way, two way	lanes
crosswalk	avenue
crown	road
gutter	ways
intersection	turnpike
stop sign	highway
	traffic lights
neighborhood	shopping malls
residential	downtown
business area	pedestrians
rural area	motorists
automobile	bus
car	trolley
bicycle	train
tricycle	subway
wagon	plane
taxi	boat

1.12.1.2 Given two of the terms in 1.12.1.1 within the same category, the student will describe the differences between them in relation to their functions, locations, and structure; e.g., taxi and bus, downtown and a rural area, stop sign and traffic light, other.

1.12.1.3 When asked to do so, the student will answer Section 6 of the Pittsburgh Evaluation, Outdoor Concepts.[1]

[1] Pittsburgh Blind Association, 300 South Craig Street, Pittsburgh, Pennsylvania, 15213

1.0 Unit Conceptual Development and Personal Environment Awareness

1.13 Terminology

1.13.1 Skill — Ability to define terminology used in orientation and mobility

Objective

1.13.1.1 When asked to do so, the student will define the following terms in accordance with the mobility terminology list used by the Mobility Department:

orientation
mobility
clue
landmark
shoreline
squaring off
sound localization
trailing
line of direction.

2.0 UNIT PRE-CANE

2.1 Techniques of the Sighted Guide

2.1.1 Skill — Ability to initiate contact and grip and maintain position and pace with a sighted guide

Objective

2.1.1.1 When offered assistance by a sighted guide, the student will grasp the guide's arm just above the elbow, placing his/her fingers on the medial surface of the guide's arm and thumb on lateral surface. The student's upper arm will be vertical to his/her side, forearm approximately parallel with ground. The student will be to the side of the guide and one-half pace or step behind the guide at all times.

2.1.2 Skill — Ability to negotiate turns while being guided

Objective

2.1.2.1 When a sighted guide who is guiding a student on his/her right arm pivots to the left, the student will make a left turn. When the guide makes a right turn, the student will pivot to the right.

2.1.3 Skill — Ability to travel through narrow passageways or congested areas while being guided

Objective

2.1.3.1 When a sighted guide indicates a congested area or narrow passageway to the student by moving his/her arm back and toward the center of his/her body, the student will immediately extend his/her arm to full length in front of himself/herself and step directly behind the guide. The student will remain in step with the guide to prevent stepping on the guide's heels and will remain in this position until the guide moves his/her arm back to the original traveling position indicating the clearance of obstacles, pedestrians, or passage walk.

2.0 Unit Pre-Cane

2.1 Techniques of the Sighted Guide

2.1.4 Skill — Ability to ascend and descend stairs while being guided

Objective

2.1.4.1 When a travel guide verbally indicates to the student that stairs are being approached, and whether ascending or descending such stairs, when the guide momentarily pauses, the student will locate the stair edge with his/her toe and will interpret the upward or downward arm movement of the guide as an indication that ascend or descend has begun. The student will remain one stair behind the guide at all times. The student will be judged for his/her ability to place only one foot at a time on each stair and for controlled and coordinated body balance while ascending or descending stairs.

2.1.5 Skill — Ability to control doors when the door is near the student

Objective

2.1.5.1 When a guide verbally indicates to the student that the door will open either toward or away from the student's free side, the student will reach for the door by moving his/her hand away from his/her body toward the door from the protective forearm position until contacting and grasping the door near its outer edge and sliding the hand downward until contacting the latch or doorknob. The student will close the door after grasping the doorknob with his/her free hand by extending his/her arm behind him/her while keeping the entire body positioned straight forward and in direct alignment with the guide. The student will use the narrow passageway technique for traveling through the doorway with the sighted guide.

2.1.6 Skill — Ability to control doors when the door is away from the student

Objective

2.1.6.1 When a guide verbally indicates to the student that the door will not open either toward or away from the student's free side, the student will change to the guide's opposite side by placing his/her free hand on the guide's opposite elbow before releasing the original grip. The student will then step back and to the rear of the guide, locating the door from the protective forearm position and will close the door according to the above stated method.

2.0 Unit Pre-Cane

2.1 Techniques of the Sighted Guide

2.1.7 Skill — Ability to reverse direction or about-face while being guided

Objective

2.1.7.1 — When a guide turns 90° and faces the student and verbally directs him/her to do likewise, the student will grasp the guide's free elbow with his/her free hand. The guide and the student will then complete the 180° turn and end by facing the opposite direction from which they began.

2.1.8 Skill — Ability to seat oneself in a chair while being guided from a position facing a chair

Objective

2.1.8.1 — When a guide places the student in physical contact with a chair, the student will:

check to see if the chair is empty by making contact with the back of the chair and sliding the hand down the back of the chair to the seat

make a half circle in the seat with the hand to make sure that the chair is empty and clean

move forward until the front of his/her legs contact the chair

turn around until the back of the legs contact the chair

lower his/her body into the chair while keeping the back and head straight.

2.0 Unit Pre-Cane

2.1 Techniques of the Sighted Guide

2.1.9 Skill — Ability to seat oneself in a chair while being guided from a position facing the back of the chair

Objective

2.1.9.1 — When the student wishes to seat himself/herself in a chair from a position facing the back of the chair, the student will:

place his/her hand on the back of the chair

step to either side of the chair and walk forward toward the front of the chair, keeping his/her leg in close contact with the side of the chair

when reaching the front of the chair, take one step sideways so as to position his/her body directly in front of the seat of the chair

seat himself/herself according to the procedure described in 2.1.8.1.

2.1.10 Skill — Ability to guide two or more persons while being guided

Objective

2.1.10.1 — When a student who is being guided is asked to serve as a guide for a second student, the student will offer his/her free arm to the second student and verbally describe his/her movements to the student or by moving his/her arm in the appropriate guiding manner. The second student will, in turn, offer his/her arm to another student in the same manner if requested to do so.

2.0 Unit Pre-Cane

2.1 Techniques of the Sighted Guide

2.1.11 Skill — Ability to negotiate the Hines Break while being guided

Objective

2.1.11.1 When the instructor acts as a sighted person offering unsolicited physical assistance to the student by grasping the student's arm and attempting to propel or guide him/her physically, the student will correct the situation by bringing his/her upper arm diagonally across his/her body toward the opposite shoulder simultaneously using the free hand to grasp the hand of the sighted person, removing it firmly from his/her arm. While maintaining a grip on the sighted person's hand, the student will use his/her own free hand to locate the elbow of the sighted person and will simultaneously release his/her grip on the sighted person's hand. The student will verbally explain that he/she prefers to take the sighted person's arm and travel according to the sighted guide technique.

The student will be judged by the degree and speed with which he/she performs the above task, of control and coordination in executing the movements, and for courtesy extended to the person offering assistance.

2.0 Unit Pre-Cane

2.2 Protective Techniques

2.2.1 Skill — Ability to execute left, right, and 180° turns in response to vocal commands

Objective

2.2.1.1 — When asked to execute left, right, and 180° turns in an unfamiliar room, the student will turn towards the instructor's voice and walk in the direction of the voice. The turns must be 100% accurate and the student will assume the protective technique after each turn and before walking across the room.

2.2.2 Skill — Ability to execute left, right, and 180° turns without vocal commands

Objective

2.2.2.1 — Upon command, the student will made an accurate left, right, then about-face turn which will not be in the direction of the instructor's voice.

2.0 Unit Pre-Cane

2.2 Protective Techniques

2.2.3 Skill — Ability to orient oneself to a room

Objectives

2.2.3.1 When taken to an unfamiliar room, the student will:

examine the periphery of the room by starting at the entrance and squaring himself/herself with the doorway

proceed to trail the complete periphery of the room traveling clockwise or counterclockwise numbering each wall, beginning with the entrance as number one.

2.2.3.2 When taken to an unfamiliar room, the student will:

examine the center of the room after determining the approximate midpoint of each wall and starting at wall #1

move to wall #3 using lower protective technique and remaining one body width from objects along the parallel wall

continue crossing between walls #1 and #3 moving one body width further from the parallel wall after each crossing

use the same procedure for traveling between walls #2 and #4.

(If objects are encountered in the center of the room, the student will determine their spatial relationships to each side of the room by squaring off with a side of an object and traveling to the walls opposite that side of the object.)

2.2.3.3 After the student has oriented himself/herself to a room and returned to the doorway, he/she will verbally describe the location of various objects (found along walls and in center of room) and will point out their locations.

2.2.3.4 After the student has oriented himself/herself to a room and described its contents, he/she will make trips from the doorway to specific objects in that room as designated by the instructor; e.g. furniture and light switches.

2.0 Unit Pre-Cane

2.2 Protective Techniques

2.2.3 Skill — Ability to orient oneself to a room independently

Objectives (continued)

2.2.3.4 — After the student has become familiarized to a room, he/she will go from the doorway to six different objects in the room and back to the door after visiting each object. (The objects will be designated either by the teacher or the student.)

The student will be judged on how long it takes him/her to find the objects and whether or not he/she uses protective technique adequately.

2.2.4 Skill — Ability to shake hands with a sighted person

Objective

2.2.4.1 — Upon command to shake hands with the instructor, the student will demonstrate the proper technique by extending the right hand in front of his/her body, bending the arm at the elbow keeping the upper arm vertical at his/her side, and the forearm bent at an angle until the hand is approximately at the midline of the student's body and at waist level. Fingers will be together and the thumb will be bent so as to facilitate the proper gripping of the other person's hand.

2.2.5 Skill — Ability to shake hands with another blind person

Objective

2.2.5.1 — Upon command, with the instructor functioning as a blind person, the student will demonstrate the proper technique of shaking hands by placing the right hand at the left side of his/her waistline, pivoting the forearm at the elbow while bringing his/her hand to the front of the body and making light contact with the other person's hand. The student must locate the instructor's hand within two attempts to pass this test.

3.0 UNIT INTRODUCTION TO CANE USAGE

3.1 Touch Technique

3.1.1 Skill — Ability to recognize the consequences of incorrect cane positions and technique

Objectives

3.1.1.1 Upon familiarization, the student will describe the results of facing his/her wrist downward or upward stating that the cane arc will tend to be high and bounce off the ground giving no protection from low objects and possibly drop-offs.

3.1.1.2 When asked to explain the consequences of an arc which is too narrow, the student will state that it will not provide enough protection on either side and may result in one's bumping shoulders or hips on objects.

3.1.1.3 Upon command, the student will describe the results of a cane arc which is too wide, stating that it provides less forward protection and may trip other pedestrians.

3.1.1.4 Upon command, the student will identify the results of an arc which is too high, stating that the cane will provide less information, not clear for low objects and drop-offs will be less identifiable.

3.1.1.5 Upon command, the student will explain the results of a heavy touch, stating that bouncing the cane makes the arc too high and provides less information due to the resulting cane vibrations.

3.1.1.6 Upon command, the student will describe the results of being out of step, stating that it provides less advanced warning of objects in one's path.

3.1.2 Skill — Ability to walk with a cane using a voice guide

Objective

3.1.2.1 Upon familiarization with the long cane, the student will listen for the instructor's voice, face the sound source, and walk toward it.

3.1.3 Skill — Ability to walk across an open space without the benefit of a voice guide

Objective

3.1.3.1 Given a long cane and an open space indoors, the student will use the cane correctly to aid in walking straight and will walk with even steps.

3.0 Unit Introduction to Cane Usage

3.2 Stair Techniques

3.2.1 Skill — Ability to ascend stairs using the long cane

Objective

3.2.1.1 When asked to demonstrate ability to ascend stairs using the long cane, the student will:

use the long cane in touch technique or diagonal technique to approach the stairs and locate the first riser

stand the cane vertically, locking it against the first riser and walk up to the cane

position his/her feet so the toes touch the first riser and the cane is between the feet

adjust his/her position (to the center on narrowing stairs or to the right on normal stairs) by checking to the right and left with the appropriate hand holding the vertical cane against the riser and moving behind the cane in the necessary direction

check the height of the first stair by raising the vertical cane from the floor to the top at the first stair determining the height

check the width of the first stair by moving the vertical cane across the stair from the edge close to the student away from himself/herself to the next riser

position the diagonal cane either one step, two steps, or three steps ahead of the feet, keeping the cane vertical and the arm straight

negotiate the stairs by walking up the stairs, keeping the arm straight, the cane vertical, and hitting the edge of each successive step, keeping a constant distance (either one, two, or three steps ahead of the feet)

locate the landing or top of the stairs by identifying when the cane no longer hits the next riser and counting one, two, or three steps, depending on the method used.

3.0 Unit Introduction to Cane Usage

3.2 Stair Techniques

3.2.2 Skill Ability to descend stairs using the long cane

Objective

3.2.2.1 When asked to demonstrate ability to descend stairs using the long cane, the student will:

approach and locate the drop off by using either touch technique or diagonal cane technique

lock the cane vertically against the first stair and walk up to it

position the feet so that toes overhang the step an inch or two and the cane is between the two feet

check to the left and right with the appropriate hand holding the cane vertically against the first stair with the purpose of determining if in a square position with the stairs, determining position on the stairs (left, center, right) and determining if stair is clear of obstacles

adjust his/her position to the right (on normal stairs) or to the center (on stairs of uneven width or stairs with unprotected sides) by moving behind the cane

check the depth of the first stair by moving the vertical cane from the top edge down to the base of the first step

check the width of the first stair by moving the vertical cane from against the riser forward till the cane drops off the edge of the next step

position the cane diagonally across the body and over the next stair edge

negotiate the stairs by walking down the stairs, keeping the cane diagonal and either touching each stair edge or holding the cane just above the cane edges

locate the landing or bottom of the stairs by identifying when the cane no longer goes over the drop offs but stops on the flat surface and take one more step down to the landing.

3.0 Unit Introduction to Cane Usage

3.2 Stair Techniques

3.2.3 Skill — Ability to descend stairs carrying the cane

Objective

3.2.3.1 After approaching the stairs and moving to the right, the student will grasp the handrail and walk downstairs holding the cane vertically in front of himself/herself so as to keep it out of the way of other persons.

3.2.4 Skill — Ability to ascend spiral stairs

Objectives

3.2.4.1 Upon approaching a spiral staircase with a handrail, the student will identify the side which is wider, move to that side, grasp the handrail and ascend, holding the cane vertically in front.

3.2.4.2 Upon approaching a spiral staircase having no railing, the student will identify the side which is wider, move to that side and ascend by using the cane as on normal stairs with the addition of checking the width to remain on the widest part of the stairs.

3.2.5 Skill — Ability to descend spiral stairs

Objectives

3.2.5.1 Upon approaching a spiral staircase which has a handrail, the student will identify the side which is wider, move to that side, grasp the handrail and descend while holding the cane vertically in front of himself/herself and off the floor.

3.2.5.2 Upon approaching a spiral staircase having no railing, the student will identify the side which is wider, move to that side and descend by using the cane as on normal stairs with the addition of checking the width in order to remain on the widest part of the stairs.

3.2.6 Skill — Ability to descend pyramid or triangular-shaped stairs

Objective

3.2.6.1 Upon approaching pyramid shaped stairs with a long cane, the student will descend in the usual manner with the additions of centering as much as possible before descending and sweeping the cane to the left and right with each step to check for side edges.

3.0 Unit Introduction to Cane Usage

3.3 Cane Maintenance

3.3.1 Skill — Ability to identify cane materials

Objective

3.3.1.1 — After discussion and examination of cane materials, the student will indicate the specifications for cane components: aluminum tubing, rubber grip, nylon tip, plastic cap, and Scotchlite reflective tape.

3.3.2 Skill — Ability to identify main criteria for measuring canes

Objective

3.3.2.1 — After discussion and demonstration, the student will describe the main criteria for determining cane measurements as they relate to body structure, arm length, stride, and reaction time.

3.3.3 Skill — Ability to order canes

Objective

3.3.3.1 — After discussion, the student will describe how canes should be ordered, companies from which to order, and indicate expected price ranges.

3.3.4 Skill — Ability to describe the tools and supplies needed for cane assembly

Objective

3.3.4.1 — After discussion and examination, the student will describe tools and supplies needed for cane assembly, including parts of the cane and tools needed: hack saw, tube cutter, file, sandpaper, scissors, and white glue.

3.3.5 Skill — Ability to identify factors influencing the development of the typhlocane

Objective

3.3.5.1 — After discussion, the student will identify seven factors determining the development of the typhlocane stating: lightness of weight, durability, little conductivity, low cost, good appearance, comfort, and size.

3.0 Unit Introduction to Cane Usage

3.3 Cane Maintenance

3.3.6 Skill — Ability to assemble a long cane

Objective

3.3.6.1 After discussion and demonstration on how to assemble a long cane, the student will:

put a rubber grip on the aluminum shaft of the cane

cut the cane to the prescribed length

insert a screw in the cane tip or put on a push-on tip

put a plastic cap on the end of the crook

apply reflective Scotchlite to the shaft of the cane with the proper placement of colors - red near the tip.

3.3.7 Skill — Ability to repair a long cane

Objective

3.3.7.1 After discussion and demonstration on how to repair a long cane, the student will:

remove a broken threaded tip from a cane and replace it with a new one

remove a broken push-on tip and replace it

straighten a bent cane manually or by using a vise.

3.0 Unit Introduction to Cane Usage

3.3 Cane Maintenance

3.3.8 Skill — Ability to remove old Scotchlite from a cane and replace it

Objective

3.3.8.1 When asked to remove old Scotchlite tape from a cane and replace the tape, the student will:

apply paint stripper to the old Scotchlite

scrape off the old Scotchlite with a knife or scraper

repeat the above procedures, if necessary

use sandpaper to remove any remaining Scotchlite

apply new Scotchlite to the shaft of the cane as described in 3.3.6.1.

3.0 Unit Introduction to Cane Usage

3.4 Automobile Orientation

3.4.1 Skill — Ability to recognize and identify the parts of the outside of an automobile

Objectives

3.4.1.1 After being shown the different parts of the outside of an automobile, the student will identify tactually specific ends and sides of the vehicle and prominent component parts: front (headlights, grille); back (taillights, no grille); sides (door handles, window, mirror, antenna).

3.4.1.2 After being shown the different parts of the outside of an automobile and noticing the sounds made by cane contact with these parts, the student will differentiate auditorily (using the cane) the body, bumper ends and tire sides.

3.4.2 Skill — Ability to recognize and identify the inside of an automobile

Objectives

3.4.2.1 After tactually exploring the inside of an automobile and discussing its various parts, the student will indicate the passenger's side, driver's side, front seat, and back seat.

3.4.2.2 While seated in the automobile, the student will indicate the position of the vehicle in relation to the sidewalk, street, and other traffic.

3.4.3 Skill — Ability to enter an automobile

Objective

3.4.3.1 After becoming familiarized to the outside and inside of an automobile, the student will:

locate the door handle

carefully open the car door

establish the relationship between the door opening, the seat of the vehicle and himself/herself prior to entering

place his/her hand and/or forearm at the top of the doorway for clearance purposes and seat himself/herself in the car

place the cane at his/her side and close the door.

3.0 Unit Introduction to Cane Usage

3.4 Automobile Orientation

3.4.4 Skill — Ability to leave an automobile

Objective

3.4.4.1 — Upon being seated inside an automobile and desiring to leave, the student will:

carefully open the door and place his/her cane outside the car with the cane tip on the ground

clear overhead by putting his/her hand on top of the door opening, exit the vehicle and close the door.

3.4.5 Skill — Ability to remain oriented during an automobile ride

Objective

3.4.5.1 — After learning basic direction and kinesthetic clues during an automobile ride, the student will:

demonstrate basic orientation by indicating the position of the vehicle in the environment and the compass direction it faces

identify turns left and right and correlate them with compass directions

utilize prominent landmarks to indicate places of directional change

identify streets traveled upon by name

state important terrain change for purpose of orientation

indicate places of turns by counting street intersections.

4.0 UNIT CAMPUS TRAVEL

4.1 Introduction to Sidewalk Travel

4.1.1 Skill — Ability to implement touch technique on the sidewalk

Objective

4.1.1.1 — After demonstrating accurate touch technique indoors, the student will employ touch technique with a long cane outdoors on a sidewalk with the modification of pulling the cane back when it sticks in the sidewalk cracks or grass.

4.1.2 Skill — Ability to walk in the middle of the sidewalk

Objective

4.1.2.1 — Given a straight sidewalk, the student will center himself/herself in the middle of the sidewalk by checking to the right and left with his/her cane, adjust his/her position appropriately and walk along the sidewalk.

4.1.3 Skill — Ability to return to mid-sidewalk after veering into the right shoreline

Objective

4.1.3.1 — Given a sidewalk with a shoreline on the right side and upon contacting the right shoreline, the student will side step to the left in order to center himself/herself in the middle of the sidewalk.

4.1.4 Skill — Ability to return to mid-sidewalk after veering into the left shoreline

Objective

4.1.4.1 — Given a sidewalk with a shoreline on the left side and upon contacting the left shoreline, the student will side step to the right to center himself/herself in the middle of the sidewalk.

4.0 Unit Campus Travel

4.1 Introduction to Sidewalk Travel

4.1.5 Skill — Ability to correct location to mid-sidewalk while walking

Objective

4.1.5.1 — Given a sidewalk with shoreline on both sides and upon contacting a shoreline, the student will "bounce off" the shoreline (angle himself/herself toward the middle of the sidewalk) and will return to the center of the sidewalk without stopping his/her walking.

4.1.6 Skill — Ability to trail on the right

Objective

4.1.6.1 — Given a sidewalk with a shoreline on the right, the student will walk next to the shoreline employing two-point-touch (touch technique) with the usual size arc but with the cane touching the sidewalk on the left and the grass or other shoreline on the right.

4.1.7 Skill — Ability to trail on the left

Objective

4.1.7.1 — Given a sidewalk with a shoreline on the left, the student will walk next to the shoreline employing two-point-touch with the usual size arc but with the cane touching the sidewalk on the right and the grass or other shoreline on the left.

4.1.8 Skill — Ability to locate an intersecting sidewalk

Objective

4.1.8.1 — Upon command, the student will trail the grassline and stop when the cane contacts pavement on side where he/she had been contacting grass.

4.0 Unit Campus Travel

4.1 Introduction to Sidewalk Travel

4.1.9 Skill — Ability to describe problems with over-extending arc when using trailing technique

Objective

4.1.9.1 — After discussion and practice, the student will state that sticking and inadequate coverage are possible problems with over-extending cane arc while trailing.

4.1.10 Skill — Ability to establish a line of direction parallel to a guideline

Objective

4.1.10.1 — Given a straight sidewalk with a shoreline, the student will trail the edge of the shoreline for several steps maintaining a constant distance from the shoreline and then continue walking straight in the established direction.

4.1.11 Skill — Ability to establish a line of direction perpendicular to a guideline

Objective

4.1.11.1 — Given a paved area with a shoreline and a need to cross this area perpendicular to the shoreline, the student will turn so that the shoreline is behind him/her and his/her heels are touching the shoreline equally, and walk forward in a straight line.

4.1.12 Skill — Ability to walk around pedestrians within the path of travel

Objective

4.1.12.1 — Upon noticing (either auditorily or tactually with a cane) a pedestrian within the path of travel on a sidewalk, the student will turn slightly to pass the pedestrian and upon passing him/her will turn back to the original path of travel.

4.0 Unit Campus Travel

4.2 Familiarization to Campus Routes

4.2.1 Skill — Ability to become oriented to necessary buildings on campus

Objective

4.2.1.1 — Given verbal, tactual, and/or kinesthetic orientation to the necessary buildings on campus, the student will state the location of these buildings in relation to one another.

4.2.2 Skill — Ability to distinguish between sidewalks, driveways, and roads to campus

Objective

4.2.2.1 — Given verbal and tactual familiarization to a sidewalk, driveway, and road, the student will identify an example of each of these and state the basis for his/her identification.

4.2.3 Skill — Ability to become oriented to the various sidewalks, driveways, and roads on campus

Objective

4.2.3.1 — Given a brief familiarization to the most used sidewalks, driveways, and roads, the student will describe the position of each in relation to each other and familiar buildings.

4.2.4 Skill — Ability to relate compass directions to the campus

Objective

4.2.4.1 — Given familiarization to the general compass directions on campus, the student will describe landmarks on the campus which are located north, south, east, and west.

4.2.5 Skill — Ability to recognize direction of traffic on campus roadways

Objective

4.2.5.1 — Given familiarization to the lanes of streets, the student will identify the direction of the traffic heard (left to right, right to left, front to back, etc.) and state whether it was located in the near or far lane.

4.0 Unit Campus Travel

4.2 Familiarization to Campus Routes

4.2.6 Skill — Ability to execute street crossings on campus

Objective

4.2.6.1 — After discussion and practice of street crossings, the student will approach a campus street, wait until no moving traffic is heard and cross the street, being careful to walk in a straight line of direction.

4.2.7 Skill — Ability to relate landmarks to a campus route

Objective

4.2.7.1 — After walking through a route and locating specific landmarks (tactual, kinesthetics, auditory, or visual), the student will describe each landmark and its location.

4.2.8 Skill — Ability to repeat instructions

Objective

4.2.8.1 — After receiving instructions for a route, the student will repeat these instructions accurately.

4.2.9 Skill — Ability to follow instructions to complete a route

Objective

4.2.9.1 — After being given instructions, the student will follow those instructions, using appropriate cane techniques in order to arrive at the destination.

4.2.10 Skill — Ability to review a route once completed

Objective

4.2.10.1 — Upon following a route and arriving at the destination, the student will describe the route he/she has just completed and describe the techniques and methods used to negotiate the route.

4.0 Unit Campus Travel

4.2 Familiarization to Campus Routes

4.2.11 Skill — Ability to reverse directions

Objective

4.2.11.1 — After receiving directions for a route and negotiating that route, the student will state the directions for the reverse of that route.

4.2.12 Skill — Ability to negotiate the reverse of a route

Objective

4.2.12.1 — After reversing the directions for a route, the student will travel that route reversing the steps taken to arrive at the destination.

4.2.13 Skill — Ability to relate a route to the layout of the campus

Objective

4.2.13.1 — After accurately negotiating a route, the student will relate that route to familiar buildings, roadways, and paths, and other familiar roads.

4.2.14 Skill — Ability to use compass directions to describe a route

Objective

4.2.14.1 — After accurately negotiating a route and identifying its orientation in terms of the campus, the student will state the compass direction he/she faces as he/she travels the route.

4.2.15 Skill — Ability to become oriented to parts of the campus not familiar to the student

Objective

4.2.15.1 — After traveling familiar and necessary routes on campus, the student will relate non-used portions of the campus to these familiar areas by stating their locations and relationships within the campus.

5.0 UNIT RESIDENTIAL TRAVEL

5.1 Sidewalk Concepts

5.1.1 Skill — Ability to locate shorelines

Objectives

5.1.1.1 Given a residential area sidewalk, the student will locate the inside shoreline by dragging the cane tip from side to side on the sidewalk surface.

5.1.1.2 Given a residential area sidewalk, the student will locate the outside shoreline by dragging the cane tip from side to side on the sidewalk surface.

5.1.2 Skill — Ability to identify shoreline components

Objective

5.1.2.1 Given residential area sidewalks with the following shoreline components, the student will identify each using the proper technique:

grass	gravel
fence (wood)	building sides
fence (chain-link)	stairs
bushes	declines toward outside
walls	curbstones.

5.1.3 Skill — Ability to identify common shoreline objects

Objective

5.1.3.1 Given residential area sidewalks with the following objects along their shorelines, the student will contact each with the cane and identify it:

trees	fire hydrants
telephone poles	mail boxes
street signs	trash cans
traffic signs	vehicles.

5.0 Unit Residential Travel

5.2 Geometric Concepts

5.2.1 Skill — Ability to define geometric terms as they relate to residential area travel

Objective

5.2.1.1 Given the following terms, the student will define each:

parallel	rectangle
perpendicular	square
straight	circle
curved/rounded	S-shape
L-shape	+ (plus or intersection shape).
U-shape	

5.2.2 Skill — Ability to tactually identify geometric figures and concepts related to residential area travel

Objective

5.2.2.1 Given a tactual representation of the following figures and concepts, the student will identify each:

parallel	rectangle
perpendicular	square
straight	circle
curved/rounded	S-shape
L-shape	+ (plus of intersection shape).
U-shape	

5.2.3 Skill — Ability to tactually construct geometric figures and concepts

Objective

5.2.3.1 Given a stylus and paper/cellophane, the student will tactually construct the following geometric figures and concepts that relate to residential area travel:

parallel	rectangle
perpendicular	square
straight	circle
curved/rounded	S-shape
L-shape	+ (plus or intersection shape).
U-shape	

5.0 Unit Residential Travel

5.3 Traffic Location

5.3.1 Skill — Ability to auditorily identify vehicular traffic

Objective

5.3.1.1 Given vehicular traffic in a residential location, the student will identify the following traffic patterns:

parallel on the left side

parallel on the right side

parallel toward the faced direction

parallel opposite the faced direction

perpendicular and in front

perpendicular and in back

perpendicular from left to right

perpendicular from right to left

parallel toward the faced direction and turning into a perpendicular street from left to right

parallel toward the faced direction and turning into a perpendicular street from right to left

parallel opposite the faced direction and turning into a perpendicular street from left to right

parallel opposite the faced direction and turning into a perpendicular street from right to left

perpendicular from left to right and turning onto a parallel street in the faced direction

perpendicular from right to left and turning onto a parallel street in the faced direction

perpendicular from left to right and turning onto a parallel street in the opposite direction

near lane perpendicular traffic

far lane perpendicular traffic

near lane parallel traffic

far lane parallel traffic.

5.0 Unit Residential Travel

5.4 Sidewalk Travel

5.4.1 Skill — Ability to estimate distance

Objective

5.4.1.1 — Upon receiving instruction and familiarization on estimating distance, the student will estimate linearly and motorically the following:

total length of a block

half the length of a block

width of a sidewalk

mid-point of a sidewalk

right side of a sidewalk

left side of a sidewalk.

5.4.2 Skill — Ability to walk a straight line using the two-point touch technique

Objective

5.4.2.1 — Given a residential area sidewalk, the student will walk along it keeping a continuous line of direction using the two-point touch technique.

5.4.3 Skill — Ability to utilize sidewalk mid-lines

Objective

5.4.3.1 — Given a residential area sidewalk, the student will walk along the right side of the mid-line using the two-point touch technique.

5.4.4 Skill — Ability to walk around pedestrians

Objectives

5.4.4.1 — Given a sidewalk with a pedestrian walking toward him/her, the student will walk to the right side of the mid-line.

5.4.4.2 — Given a sidewalk with pedestrians walking in the same direction, the student will auditorily locate them and then walk pass.

5.0 Unit Residential Travel

5.4 Sidewalk Travel

5.4.5 Skill — Ability to use the touch and slide technique

Objectives

5.4.5.1 Upon command, the student will verbally describe the method of locating an object using the touch and slide technique.

5.4.5.2 Given an object on an outside shoreline, the student will walk toward it and locate it using the touch and slide technique.

5.4.6 Skill — Ability to use the three-point touch technique

Objectives

5.4.6.1 Upon command, the student will verbally describe the components of the three-point touch technique.

5.4.6.2 Given an object to locate, the student will find it using the three-point touch technique.

5.4.7 Skill — Ability to use the touch and drag technique

Objectives

5.4.7.1 Upon command, the student will verbally describe all the components of the touch and drag technique.

5.4.7.2 Given an irregular shoreline, the student will follow it using the touch and drag technique.

5.4.8 Skill — Ability to use the trailing technique

Objectives

5.4.8.1 Upon command, the student will verbally describe the occasions and procedure for using the trailing technique.

5.4.8.2 Given a shoreline, the student will follow it using the trailing technique and maintain a straight line of direction.

5.4.8.3 Upon losing a line of direction, the student will re-establish the direction using inside and then outside shorelines.

5.0 Unit Residential Travel

5.4 Sidewalk Travel

5.4.9 Skill — Ability to count openings along sidewalks

Objective

5.4.9.1 — Given a sidewalk to travel, the student will walk along it and accurately count the openings in the sidewalk.

5.4.10 Skill — Ability to identify and demonstrate an understanding of the relationship of walkways and driveways

Objectives

5.4.10.1 — Upon command, the student will list the physical, functional, and positional characteristics of walkways.

5.4.10.2 — Upon command, the student will list the physical, functional, and positional characteristics of driveways.

5.4.10.3 — When asked to classify openings in a sidewalk, the student will classify them as walkways or driveways.

5.4.10.4 — Given a driveway, the student will kinesthetically show its positional and functional relationships to the house it serves.

5.4.10.5 — Upon command, the student will kinesthetically show the positional and functional relationships between a driveway and a sidewalk.

5.4.10.6 — Upon command, the student will kinesthetically show the positional and functional relationships of a driveway to the street.

5.4.11 Skill — Ability to identify and correct a veer into a driveway

Objectives

5.4.11.1 — When veering into a driveway, the student will recognize it as such.

5.4.11.2 — When veering into a driveway, the student will describe the proper recovery technique.

5.4.11.3 — When veering into a driveway, the student will demonstrate the proper recovery technique.

5.0 Unit Residential Travel

5.4 Sidewalk Travel

5.4.12 Skill — Ability to identify and correct a veer into a walkway

Objectives

5.4.12.1 — When veering into a walkway, the student will identify it as such.

5.4.12.2 — When veering into a walkway, the student will describe the proper recovery technique.

5.4.12.3 — When veering into a walkway, the student will demonstrate the proper recovery technique.

5.4.13 Skill — Ability to control turns while walking

Objective

5.4.13.1 — Upon command while walking, the student will independently demonstrate the following turns:

90^{o} or quarter turn to left

90^{o} or quarter turn to right

180^{o} or half turn

270^{o} turn to the left

270^{o} turn to the right

360^{o} or full or whole turn.

5.4.14 Skill — Ability to control turns in a residential block

Objectives

5.4.14.1 — Given a down curb at the end of a sidewalk, the student will:

complete a 90^{o} turn toward the inside and walk a straight line to the end of the next sidewalk

complete a 180^{o} turn to either side and return to the starting point.

5.0 Unit Residential Travel

5.4 Sidewalk Travel

5.4.14 Skill Ability to control turns in a residential block

Objectives
(continued)

5.4.12.2 Given a rectangular or square shaped block, the student will walk the following routes:

L-shape

U-shape

rectangle shape

square shape.

5.0 Unit Residential Travel

5.5 Street Crossings

5.5.1 Skill — Ability to identify and correct a veer into a parallel street

Objectives

5.5.1.1 When veering into a parallel street, the student will identify it as such.

5.5.1.2 When veering into a parallel street, the student will describe the recovery technique.

5.5.1.3 When veering into a parallel street, the student will demonstrate the recovery technique.

5.5.2 Skill — Ability to identify and correct a veer into a perpendicular street (inside crossing)

Objectives

5.5.2.1 When veering into a perpendicular street, the student will identify it as such.

5.5.2.2 When veering into a perpendicular street, the student will describe the recovery technique.

5.5.2.3 When veering into a perpendicular street, the student will demonstrate the recovery technique.

5.5.3 Skill — Ability to locate the down curb without stepping off

Objectives

5.5.3.1 Given a sidewalk, the student will locate the down curb at its end with a cane.

5.5.3.2 Upon locating the down curb, the student will stop without stepping off.

5.5.4 Skill — Ability to identify streets

Objective

5.5.4.1 Following instruction and familiarization with the characteristics of streets, the student will list these characteristics.

5.0 Unit Residential Travel

5.5 Street Crossings

5.5.5 Skill — Ability to identify and kinesthetically indicate streets

Objectives

5.5.5.1 — Given familiarization to a residential intersection, the student will identify and kinesthetically indicate the parallel street.

5.5.5.2 — Given familiarization to a residential intersection, the student will identify and kinesthetically indicate the perpendicular street.

5.5.6 Skill — Ability to identify the structural, physical, and practical functions of a block

Objective

5.5.6.1 — Upon request, the student will identify the possible structures and functions of a block.

5.5.7 Skill — Ability to demonstrate an understanding of travel directions and to follow such directions

Objective

5.5.7.1 — Given travel directions during training sessions, the student will repeat these directions to the instructor and kinesthetically demonstrate all segments of them.

5.5.8 Skill — Ability to mentally map a route

Objectives

5.5.8.1 — Given a destination, the student will describe a plan for the most direct route to it.

5.5.8.2 — Given a destination, the student will describe a plan for an alternate route to it.

5.5.8.3 — Given two or more destinations, the student will describe a plan for the most direct route to each.

5.5.8.4 — Given two or more destinations, the student will describe plans for alternate routes to each.

5.0 Unit Residential Travel

5.5 Street Crossings

5.5.9 Skill — Ability to tactually use an intersection model

Objectives

5.5.9.1 — When shown an intersection model, the student will describe and kinesthetically track the possible vehicular traffic routes.

5.5.9.2 — When shown an intersection model, the student will describe and kinesthetically track the possible pedestrian traffic routes.

5.5.10 Skill — Ability to estimate the size of an intersection

Objectives

5.5.10.1 — Upon familiarization with an intersection, the student will report his/her estimate of the size of the intersection.

5.5.10.2 — Upon auditory investigation of an intersection, the student will report his/her estimate of the size of the intersection.

5.5.11 Skill — Ability to identify a stop sign

Objective

5.5.11.1 — Upon arrival at a street, the student will, after listening to the pattern of traffic flow, determine whether a stop sign is present.

5.5.12 Skill — Ability to "wave" waiting vehicles past and "clear" the intersection

Objective

5.5.12.1 — Upon arrival at an intersection and being confronted with waiting traffic, the student will wave or gesture with his/her arm to the waiting traffic that it continue through the intersection.

5.0 Unit Residential Travel

5.5 Street Crossings

5.5.13 Skill — Ability to identify and negotiate intersections and more than one stop sign (i.e. 2, 3, and 4-way stop signs)

Objective

5.5.13.1 — Upon arrival at 2, 3, and 4-way stop sign intersections, the student will identify and negotiate them.

5.5.14 Skill — Ability to identify off-set intersections

Objective

5.5.14.1 — Upon arrival at an intersection, the student will auditorially track the traffic pattern and determine if it is off-set.

5.5.15 Skill — Ability to cross at off-set intersections

Objective

5.5.15.1 — Upon identifying his/her location at an off-set intersection, the student will demonstrate how to adjust his/her alignment from the traffic flow and cross to the intended corner.

5.5.16 Skill — Ability to use parallel and/or perpendicular traffic for aligmment

Objective

5.5.16.1 — Upon familiarization, the student will use auditory tracking of parallel and/or perpendicular traffic to align with a line-of-direction that will take him/her to the intended corner.

5.5.17 Skill — Ability to describe the shape of an intersection

Objectives

5.5.17.1 — Upon familiarization to an intersection, the student will verbally describe the shape of the intersection.

5.5.17.2 — Upon auditory investigation of an intersection, the student will verbally describe the intersection's shape.

5.0 Unit Residential Travel

5.5 Street Crossings

5.5.18 Skill — Ability to tactually represent corners

Objective

5.5.18.1 — Given a stylus and paper/cellophane, the student will construct the following corners:

square

rounded.

5.5.19 Skill — Ability to verbally describe corners and list their characteristics

Objective

5.5.19.1 — Upon command, the student will verbally classify the types of corners and list their characteristics:

square

rounded.

5.5.20 Skill — Ability to kinesthetically negotiate corners

Objective

5.5.20.1 — Upon familiarization to both types of corners, the student will kinesthetically negotiate the following classes of corners:

square

rounded.

5.5.21 Skill — Ability to approach corners and stop without stepping off

Objective

5.5.21.1 — Given a residential corner, the student will walk along a sidewalk using two point touch, contact the curbstone in front of him/her with his/her cane and stop without stepping off.

5.0 Unit Residential Travel

5.5 Street Crossings

5.5.22 Skill — Ability to stand position at a corner without changing direction line

Objective

5.5.22.1 — Given a residential street corner, the student will lock his/her cane at the curb, walk up to the curb, and position his/her feet slightly over the curb without changing his/her line of direction.

5.5.23 Skill — Ability to remain comfortable at a corner

Objective

5.5.23.1 — Once at the corner, the student will assume a postural position that is comfortable but does not alter his/her line of direction.

5.5.24 Skill — Ability to identify rounded and square curb corners with a cane

Objective

5.5.24.1 — Given rounded and square corners, the student will investigate with his/her cane and identify each correctly.

5.5.25 Skill — Ability to position cane diagonally across the body while waiting to cross a street

Objective

5.5.25.1 — Given a familiarization to cane position before crossing a street, the student will diagonally hold the cane while waiting to cross.

5.5.26 Skill — Ability to identify the safe, quiet time for crossing a street

Objective

5.5.26.1 — Upon familiarization, the student will successfully identify when the safe, quiet time to cross a street occurs.

5.0 Unit Residential Travel

5.5 Street Crossings

5.5.27 Skill — Ability to safely make a straight street crossing

Objective

5.5.27.1 — Upon familiarization, the student will:

step off the curb while clearing the area with the cane

walk in a straight line and identify the crown of the road

contact the "up" curb with the cane

clear the area to be stepped onto

step up and continue walking in a straight line along the sidewalk.

5.5.28 Skill — Ability to box an intersection

Objective

5.5.28.1 — Upon familiarization, the student will make four straight crossings, one to each corner, 90^{o} turns to the same direction, one after each crossing and stop when he/she returns to his/her starting point and direction.

5.5.29 Skill — Ability to identify and correct an outside street crossing

Objectives

5.5.29.1 — Upon veering into a parallel street, the student will identify it as such.

5.5.29.2 — Upon veering into a parallel street, the student will verbally describe the recovery technique.

5.5.29.3 — Upon veering into a parallel street, the student will demonstrate the recovery technique.

5.0 Unit Residential Travel

5.5 Street Crossings

5.5.30 Skill — Ability to identify and correct an inside street crossing

Objectives

5.5.30.1 — Upon veering into a perpendicular street, the student will identify it as such.

5.5.30.2 — Upon veering into a perpendicular street, the student will verbally describe the recovery technique.

5.5.30.3 — Upon veering into a perpendicular street, the student will demonstrate the recovery technique.

5.5.31 Skill — Ability to identify and correct a diagonal street crossing.

Objective

5.5.31.1 — Upon making a diagonal street crossing, the student will identify it as such, verbally describe the recovery technique and demonstrate the recovery procedure.

5.5.32 Skill — Ability to recognize the cross at a T-shaped intersection

Objective

5.5.32.1 — Given a T-shaped intersection, the student will identify it as such and demonstrate the proper crossing technique.

5.5.33 Skill — Ability to cross to the middle of a block from a corner

Objective

5.5.33.1 — After familiarization with a T-shaped area, the student will cross in a T-shaped area from a corner to the middle of a block.

5.5.34 Skill — Ability to cross to a corner from the middle of a block

Objective

5.5.34.1 — After familiarization with a T-shaped area, the student will cross in a T-shaped area from the middle of a block to a corner.

5.0 Unit Residential Travel

5.5 Street Crossings

5.5.35 Skill — Ability to align at corners

Objective

5.5.35.1 — Given an unfamiliar block, the student will align himself/herself at the corner for a straight crossing.

5.5.36 Skill — Ability to "wave-by" idling traffic

Objective

5.5.36.1 — Given idling traffic at a corner, the student will indicate, with an appropriate arm and hand motion, that the driver should go by.

5.0 Unit Residential Travel

5.6 Residential Concepts

5.6.1 Skill — Ability to identify and utilize landmarks

Objective

5.6.1.1 — Upon familiarization, the student will use landmarks to locate himself/herself at specific locations facing specific directions.

5.6.2 Skill — Ability to identify the "lot" arrangement within blocks

Objective

5.6.2.1 — Upon familiarization, the student will demonstrate the placement of lots within a block.

5.6.3 Skill — Ability to utilize the numbering system of lots

Objective

5.6.3.1 — Upon familiarization, the student will locate destinations and their placement by a numbering system

5.6.4 Skill — Ability to count and locate openings using the following types of shorelines: grass, fence (wood/chain), wall, shrubs

Objective

5.6.4.1 — Upon command, the student will trail the types of shorelines in 5.6.4 and count and locate the openings.

5.6.5 Skill — Ability to plan and travel letter shaped and geometric shaped trips using more than one block

Objective

5.6.5.1 — Upon command, the student will plan and travel trips of the following shapes within a residential area using more than one block: I, L, S, P.

5.6.6 Skill — Ability to recognize and cross driveways that have curbs

Objective

5.6.6.1 — When coming upon a curbed driveway, the student will identify it as such and demonstrate a safe crossing.

5.0 Unit Residential Travel

5.6 Residential Concepts

5.6.7 Skill — Ability to utilize the sun in orienting procedures

Objective

5.6.7.1 — Upon command, the student will describe the sun's positional and directional relationship to himself/herself and be able to relate this with his/her own location.

5.6.8 Skill — Ability to tactually identify mail boxes

Objective

5.6.8.1 — Upon contacting a mailbox, the student will tactually investigate it and identify it as such.

5.6.9 Skill — Ability to align with the street at a bus stop sign

Objective

5.6.9.1 — Upon familiarization, the student will:

turn toward his/her parallel street

cross the outside shoreline

stop at the curb

position the cane diagonally in front of himself/herself with the cane top against the curb.

5.6.10 Skill — Ability to negotiate obstructions (trash cans, bicycles, etc.) located on a sidewalk

Objective

5.6.10.1 — Upon contact with an obstruction, located on a sidewalk, the student will investigate and find a clear area to the inside, use it to walk around the object and maintain his/her initial line of direction.

5.0 Unit Residential Travel

5.6 Residential Concepts

5.6.11 Skill — Ability to identify alleys

Objective

5.6.11.1 — When traveling near alleys, the student will stop at alley openings by hearing and feeling a difference in the air currents and the sound of the inside shoreline.

5.6.12 Skill — Ability to cross alleys

Objective

5.6.12.1 — Upon identifying an alley, the student will stop, identify when it is safe to cross and continue in the same line of direction. If curbs are present, the student will negotiate them.

5.6.13 Skill — Ability to identify the location of driveways

Objective

5.6.13.1 — While walking along a sidewalk, the student will identify driveways by detecting the decline of the slope toward the outside shoreline.

5.6.14 Skill — Ability to cross driveways

Objective

5.6.14.1 — When at driveway openings, the student will continue walking with his/her line of direction and resist walking down or up the decline.

5.6.15 Skill — Ability to explain the purpose of a stop sign

Objective

5.6.15.1 — When asked, the student will list the reasons and purposes for a stop sign, including the following:

the lane of traffic it affects

how it affects vehicular traffic (single cars and lines of cars)

the purpose of the stop line.

5.0 Unit Residential Travel

5.6 Residential Concepts

5.6.16 Skill — Ability to plan alternate trips to one location

Objective

5.6.16.1 — Given a destination, the student will verbally plan and tell the instructor more than one route to it.

5.6.17 Skill — Ability to re-orient oneself in a familiar area given no instructor assistance to determine starting point

Objective

5.6.17.1 — Upon being "dropped off" in a familiar area, the student will determine his/her location and proceed to given destinations by gathering sensory information and without receiving aid from the instructor.

6.0 UNIT TRAFFIC LIGHTS

6.1 Straight Crossings

6.1.1 Skill — Ability to describe the function and form of traffic lights

Objective

6.1.1.1 — Upon command, the student will verbally list the colors of traffic lights, the color combinations of lights, and explain the significance of their cycles to drivers and pedestrians.

6.1.2 Skill — Ability to approach a traffic light intersection

Objectives

6.1.2.1 — Upon locating the curb at a plus-shaped traffic light intersection, the student, upon command, will verbally describe the dimension, shape, activity, traffic control system, and pattern and flow of traffic at that intersection.

6.1.2.2 — Upon contacting any landmarks at corners such as mail boxes, posts, light poles, and control boxes, the student, upon command, will verbally identify them and describe their functions.

6.1.2.3 — Upon contacting a landmark at an intersection, the student, upon command, will describe his/her position at the intersection as indicated by that landmark. To be successful, the student will do so when there is little traffic to use as a position indicator.

6.1.2.4 — When arriving at an intersection, the student, upon command, will verbally describe the dimensions, location at corners, cycle, and general mechanical operations of the traffic lights.

6.1.3 Skill — Ability to align oneself in preparation for crossing a perpendicular street and a parallel street

Objectives

6.1.3.1 — Upon reaching the perpendicular curb at a plus shaped intersection, the student will align himself/herself with the parallel traffic.

6.1.3.2 — Upon reaching the perpendicular curb, the student will align himself/herself with the perpendicular traffic.

6.0 Unit Traffic Lights

6.1 Straight Crossings

6.1.3 Skill — Ability to align oneself in preparation for crossing a perpendicular street and a parallel street

Objectives (continued)

6.1.3.3 Upon reaching the curb of a perpendicular street, the student will turn towards the parallel street and align with the parallel and perpendicular traffic in preparation for crossing the parallel street.

6.1.3.4 While waiting for parallel street traffic to move, the student, upon command, will point to a "clue" car idling in the near parallel lane.

6.1.4 Skill — Ability to step off the curb at the correct time

Objectives

6.1.4.1 After waiting in position to cross at the intersection where a car is idling, the student will step off the curb when the idling car accelerates.

6.1.4.2 After waiting at the curb to cross and judging that the perpendicular traffic is too loud, the student will stay in position and refrain from crossing.

6.1.4.3 Given an intersection and a car going through a red light on the student's perpendicular street, the student will stop immediately after stepping off or if he/she has not yet stepped off the curb, will refrain from doing so.

6.1.4.4 After stepping off the curb and hearing a parallel car begin to turn suddenly in front of him/her, the student will stop.

6.1.5 Skill — Ability to cross a street

Objectives

6.1.5.1 When standing at a traffic light intersection, the student, upon command, will describe the length of the red and green cycles by saying when each light changes color on each street.

6.1.5.2 When standing at a street intersection, the student will describe the volume and speed of traffic on both streets of the intersection and compare the two. The descriptive words the student should use will be light, medium, or heavy volume and slow, medium, or fast speed.

6.0 Unit Traffic Lights

6.1 Straight Crossings

6.1.5 Skill — Ability to cross a street

Objectives (continued)

6.1.5.3 — Upon kinesthetic familiarization to the width of a street, the student will estimate its width and state the number of lanes it contains.

6.1.6 Skill — Ability to reach an opposite curb and continue a line of direction

Objectives

6.1.6.1 — After stepping off a curb following the sound of the "clue" car while listening to the parallel traffic, the student will cross the street, maintaining a straight line of direction.

6.1.6.2 — After crossing the street in a straight line, the student will reach the opposite curb within the length of time of one traffic signal cycle.

6.0 Unit Traffic Lights

6.2 Additional Situations

6.2.1 Skill — Ability to correct a poor crossing caused by veering

Objectives

6.2.1.1 After veering into the parallel street on a perpendicular street crossing, the student will correct his/her veer and step onto the sidewalk.

6.2.1.2 After veering into the parallel street on a perpendicular street crossing and contacting a stationary car, the student will correct his/her veer and continue the crossing.

6.2.2 Skill — Ability to continue in a straight line of direction after veering while crossing

Objective

6.2.2.1 After veering, while crossing a street with a distinct traffic pattern, the student will realign himself/herself on the sidewalk and continue in a straight line of direction.

6.2.3 Skill — Ability to negotiate multiple crossings

Objective

6.2.3.1 After crossing a perpendicular street, the student will turn and realign himself/herself and cross a parallel street, using the correct method for crossing at a traffic light intersection as defined in 6.1.6.1.

6.2.4 Skill — Ability to cross at various kinds of traffic light intersections

Objectives

6.2.4.1 Upon reaching a plus-shaped traffic light intersection where there are bells or buzzers to signal when all the traffic has stopped, the student will locate the light pole, push the button and cross the street when all the traffic has stopped and the bell or buzzer rings.

6.0 Unit Traffic Lights

6.2 Additional Situations

6.2.4 Skill — Ability to cross at various kinds of traffic light intersections

Objectives (continued)

6.2.4.2 Upon reaching a plus-shaped intersection with a pedestrian control button and enough taffic flow to judge when all the traffic has stopped, the student will locate the pole, push the button and cross the street when all the traffic stops.

6.2.4.3 Upon reaching a traffic light intersection where there is a delayed green light on either the parallel or perpendicular street, the student will step off at the correct time and cross the street in the manner described in 6.1.6.1 for crossing at traffic light intersections.

6.2.4.4 Upon reaching a traffic light intersection which contains a green arrow for the parallel street, the student will either:

(a) not cross with the first parallel car

(b) not cross at that intersection.

6.2.4.5 Upon reaching a traffic light intersection where there is only a blinking green or red light and not enough time to cross the street, the student will refrain from crossing.

6.2.5 Skill — Ability to cross at other than plus-shaped intersections

Objectives

6.2.5.1 Upon reaching a traffic light intersection with an island in the middle of the street to be crossed, the student will cross the street within the time of the light cycle, either by stopping on the island for one cycle to be completed or crossing the island and continuing the crossing within one cycle.

6.2.5.2 Upon reaching a traffic light intersection in the shape of a "T", the student will cross the perpendicular street in the manner previously described for crossing at traffic light intersections.

6.2.5.3 Upon reaching a T-shaped traffic light intersection where the top of the "T" is the perpendicular street, the student will refrain from crossing.

6.0 Unit Traffic Lights

6.2 Additional Situations

6.2.5 Skill — Ability to cross at other than plus-shaped intersections

Objectives (continued)

6.2.5.4 — Upon reaching an offset cornered traffic light intersection, the student will cross the street in the manner prescribed for crossing at a traffic light intersection.

6.2.6 Skill — Ability to find an alternative when crossings are impossible or unsafe

Objective

6.2.6.1 — Upon reaching a traffic light intersection where construction is going on or there has been an accident, the student will refrain from crossing the street and find an alternate route or will solicit aid for the crossing.

7.0 UNIT BUSINESS TRAVEL

7.1 Sidewalk Travel

7.1.1 Skill — Ability to travel on sidewalks congested with people

Objective

7.1.1.1 — While traveling in an area congested with people, the student will:

move more slowly and use modified cane technique by shortening up on the cane

stay to the right while walking along the sidewalk

draw the cane in toward himself/herself when turning the corners.

7.1.2 Skill — Ability to use trailing techniques in a business area

Objective

7.1.2.1 — When following store fronts in a business area, the student will:

trail the store fronts with his/her cane by walking close to the stores and tapping the cane on the sidewalk on one side and low against the store front wall on the other side

trail the store front with his/her arm while using the cane in touch technique or diagonal position with the other hand to protect himself/herself from overhanging display windows

walk around window shoppers encountered while trailing

negotiate people exiting stores by walking around them or stopping for them.

7.1.3 Skill — Ability to negotiate objects found along the sidewalk

Objectives

7.1.3.1 — Upon contacting an object while traveling along a sidewalk and identifying it as a parking meter, the student will walk around it to the side away from the parallel street.

7.0 Unit Business Travel

7.1 Sidewalk Travel

7.1.3 Skill — Ability to negotiate objects found along the sidewalk

Objectives (continued)

7.1.3.2 Upon contacting an object while traveling along a sidewalk and identifying it as a pole, the student will walk around it to the side away from the parallel street.

7.1.3.3 Upon contacting an object while traveling along a sidewalk and identifying it as a store display, the student will walk around it to the side away from the store.

7.1.3.4 Upon making contact with objects on the sidewalk (newspaper stands, etc.), the student will walk around them to the side that is most clear, either away from the street or store depending on their location.

7.1.4 Skill — Ability to use the three-point touch technique

Objective

7.1.4.1 Upon review, the student will utilize the three-point touch technique to locate doorways which are not level with the sidewalk but are a step or two above it.

7.1.5 Skill — Ability to recognize different types of doorway openings

Objective

7.1.5.1 Given a business area containing stores and buildings with various kinds of doorway openings, the student will identify: recessed openings, narrow or wide openings, incline or decline type openings, rectangular, circular, or triangular openings.

7.0 Unit Business Travel

7.1 Sidewalk Travel

7.1.6 Skill — Ability to enter different types of openings and locate doors

Objective

7.1.6.1 — Given different types of doorway openings in a business area, the student will enter them and locate the doors by trailing, auditory localization, or tactual identification.

7.1.7 Skill — Ability to exit from doorways in a business area

Objective

7.1.7.1 — When leaving a store, the student will walk slowly toward the sidewalk, drawing his/her cane toward himself/herself so as not to trip another pedestrian and then turn to continue walking along the sidewalk.

7.1.8 Skill — Ability to use sound reflection and echo location to find certain types of doorway openings

Objective

7.1.8.1 — While walking in front of stores using the cane in touch technique, the student will:

discriminate between the sound of the cane echoing from a wall and the sound echoing from a doorway

identify doorways by using ambient sound echoed from the openings

identify doorways by noticing voices of people in recessed doorway openings

identify non-recessed doors by the differences in sound when walking under an awning or overhang.

7.0 Unit Business Travel

7.1 Sidewalk Travel

7.1.9 Skill — Ability to cross large recessed openings

Objective

7.1.9.1 — Upon approaching a large recessed opening, the student will:

identify it as such by using sound reflection and echo location

cross the opening by trailing (touch and drag technique) the same line or by noting the difference in texture of the area enclosed by the opening

cross the opening by listening to the parallel pedestrian flow

correct for veering into the opening by turning or trailing out of the opening to the sidewalk.

7.1.10 Skill — Ability to use landmarks

Objective

7.1.10.1 — When traveling in a business area, the student will identify objects such as posts, rubber mats, rugs, outside displays and awnings and use those objects as landmarks to determine location, orientation to route, and position of a specific destination.

7.1.11 Skill — Ability to locate catercornered doorways

Objectives

7.1.11.1 — When asked to describe the term catercorner, the student will state that it is a corner on a diagonal.

7.1.11.2 — While traveling along the sidewalk in a business area, the student will discriminate between a catercorner doorway and a doorway facing the street.

7.1.11.3 — Upon approaching an intersection, the student will locate a catercorner from the corner by turning around and making a 45^{o} angle turn from the parallel street.

7.0 Unit Business Travel

7.1 Sidewalk Travel

7.1.12 Skill — Ability to locate a destination from a particular street corner

Objective

7.1.12.1 — Given a specific destination and beginning from a particular street corner, the student will locate the objective by trailing, counting doorways, and/or using landmarks.

7.1.13 Skill — Ability to locate a destination from the opposite corner

Objective

7.1.13.1 — Given the same specific destination as in 7.1.12.1 and beginning from the opposite end of the block, the student will locate the objective reversing the doorway count and appearance of landmarks.

7.1.14 Skill — Ability to locate an objective from the middle of a block

Objective

7.1.14.1 — When required to find a specific destination from a position in the middle of a block, the student will:

determine his/her location by recognizing his/her proximity to a street corner, landmarks, and pedestrian traffic, and decide in which direction to travel

walk to the nearest corner and locate the objective from there

use landmarks to locate the objective without first going to a corner.

7.0 Unit Business Travel

7.2 Soliciting Aid

7.2.1 Skill — Ability to position oneself correctly to solicit aid from pedestrians

Objective

7.2.1.1 — Given a business area with pedestrian traffic, the student will:

solicit aid near a corner where there is an abundance of people

if along the block, solicit aid by standing near the inside guideline, facing outward toward the sidewalk.

7.2.2 Skill — Ability to establish contact with a pedestrian

Objective

7.2.2.1 — Given a business area with pedestrian traffic, the student will:

identify the approach of a pedestrian by footsteps or voice

face in the general direction of the approaching person

speak loudly enough to be heard over traffic and ambient noise

speak before the pedestrian has reached the student's side so that the pedestrian has time to react to what has been said without walking past the student.

7.2.3 Skill — Ability to converse with pedestrians to obtain specific directions and information

Objective

7.2.3.1 — Upon making contact with a pedestrian, the student will:

speak clearly and to the person

ask for specific information

if necessary, ask additional questions to obtain information in terms the student understands (how far down the block, which side of the street, landmarks, etc.).

7.0 Unit Business Travel

7.2 Soliciting Aid

7.2.4 Skill — Ability to refuse assistance politely

Objective

7.2.4.1 — Upon receiving pedestrian contact which is not needed at a particular time, the student will explain that he/she can accomplish the task independently or that he/she would like to continue traveling on his/her own.

7.2.5 Skill — Ability to utilize the Hines Break

Objective

7.2.5.1 — Upon contacting a pedestrian who takes the student's arm and pushes him/her, the student will:

raise his/her arm to break contact

grab the pedestrian's wrist and take hold of the pedestrian's elbow while explaining that it would be easier to take the pedestrian's arm and be guided.

7.0 Unit Business Travel

7.3 Indoors

7.3.1 Skill — Ability to enter a store

Objective

7.3.1.1 — Given a store in a business area, the student will:

locate the doorway, the door and handle, open the door, and step inside

take a few steps into the store and to the side so as not to block the doorway.

7.3.2 Skill — Ability to obtain information about the store by listening

Objective

7.3.2.1 — After becoming familiar with different types of stores, the student will, upon entering a particular store, listen to establish the following information: type of store, size of store, location of aisles by pedestrain traffic flow, location of a cash register and a clerk.

7.3.3 Skill — Ability to use the correct cane technique within a store

Objective

7.3.3.1 — When traveling within a store with a long cane, the student will:

use the diagonal cane technique if familiar with the store, if there are not stairs and if he/she is walking slowly

use modified touch technique, especially in unfamiliar stores, by shortening up on the cane, walking slowly and being careful not to move his/her arm in a manner to knock objects off of shelves.

7.0 Unit Business Travel

7.3 Indoors

7.3.4 Skill — Ability to negotiate pedestrians, displays, and counters

Objective

7.3.4.1 — After having entered a store and determined the location of aisles using the proper cane technique, the student will negotiate pedestrians, displays, and counters as follows:

listen, to avoid walking into pedestrians

stop, to allow pedestrians to pass before continuing to walk along the aisle

check carefully with the cane, before walking around a pedestrian

upon contacting a floor display with his/her cane, check its size and nature, find a clear path around it, and negotiate the path

take a line of direction from a contacted counter

trail the counter carefully in order to walk around it.

7.3.5 Skill — Ability to locate a clerk to aid in finding a desired item

Objective

7.3.5.1 — After entering a store, the student will locate a clerk as follows:

listen for a cash register, rustling packages or voices to identify the possible location of a clerk

face the source of the sound (register, packages, voices) and, using modified cane techniques, approach the sound source.

7.0 Unit Business Travel

7.3 Indoors

7.3.6 Skill — Ability to obtain information from an employee or other customer

Objective

7.3.6.1 — After locating a clerk or other person from whom to solicit aid, the student will:

face the person and speak loudly enough to be heard but with an acceptable level for the situation (not shouting)

make a request for a specific item, giving as much information as possible (name, size, quantity, etc.)

wait in the present location or, if requested, follow the clerk to the location of the article.

7.3.7 Skill — Ability to independently locate a desired article

Objective

7.3.7.1 — Upon entering a store to locate a desired article independently, the student will locate the correct section and choose the article he/she wishes to buy.

7.3.8 Skill — Ability to locate the cash register in a store

Objective

7.3.8.1 — After obtaining a desired store item, the student will locate the cash register by:

listening for sound clues such as a bell ringing, cash drawers opening, or a cashier speaking (usually near the front of the store)

walking toward the preceding sound clues, carefully locating the counter, and placing packages on a clear space on the counter.

7.0 Unit Business Travel

7.3 Indoors

7.3.9 Skill — Ability to pay for store items

Objective

7.3.9.1 — After locating the cash register and having the purchase items totaled, the student will:

have the money ready (out of his/her pocket or purse)

hand the money in the direction of the store person and keep his/her hand out to receive change if it is due

request change that can be identified (e.g. all dollar bills) and organize money immediately.

7.3.10 Skill — Ability to exit from a store

Objective

7.3.10.1 — After completing business in a store, the student will:

identify the direction of the door by listening to street sounds or people or possibly by feeling a breeze from the open door

walk to the door

open the door, keeping the cane in close to himself/herself with a modified technique

exit the doorway and turn into the sidewalk before extending the cane.

7.0 Unit Business Travel

7.4 Open Areas/Detours

7.4.1 Skill — Ability to cross parking lots

Objective

7.4.1.1 When approaching a parking lot to be crossed, the student will:

recognize the parking lot by the absence of a guideline and the feeling of wide space

use parallel traffic as an aid to retain orientation and direction

use the touch and drag technique to follow the seam line (if there is one) between the sidewalk and the parking lot surface

notice driveways by their slope and any vehicular traffic and crossing them after carefully waiting for any moving vehicles to pass.

7.4.2 Skill — Ability to correct for veering into a parking lot

Objective

7.4.2.1 Upon veering into a parking lot while walking along the sidewalk, the student will:

listen for street sounds to give the general location of the sidewalk

trail out of the parking lot by following a line of parked cars

listen for the traffic pattern within the parking lot for a clue to the location of the street.

7.4.3 Skill — Ability to travel efficiently while sirens from fire trucks, police cars, ambulances, etc. are being sounded

Objectives

7.4.3.1 When a siren is heard while preparing to cross a street intersection, the student will remain on the corner until the siren stops or becomes more distant.

7.0 Unit Business Travel

7.4 Open Areas/Detours

7.4.3 Skill — Ability to travel efficiently while sirens from fire trucks, police cars, ambulances, etc. are being sounded

Objectives (continued)

7.4.3.2 — When a siren is heard while walking mid-block, the student will continue along the sidewalk, unless the sound is distracting or masks other sounds, in which case the student will pause toward the inside guideline to be out of the way of other pedestrians.

7.4.4 Skill — Ability to negotiate construction areas

Objective

7.4.4.1 — Upon approaching a construction area, the student will:

identify the area as under construction by using sound clues (machinery) and tactual clues (footsteps on wooden sidewalks and scaffolding)

bring up the forearm to protect himself/herself while walking under scaffolding

listen for the location and pattern of pedestrian traffic

retain orientation to the route and major sensory landmarks (e.g. parallel street or other major sound clues)

solicit aid if area is too complicated or if construction noise is blocking all other sounds.

7.0 Unit Business Travel

7.5 Taxi Travel

7.5.1 Skill — Ability to take a cab into a business area

Objective

7.5.1.1 — After calling for and obtaining a cab to a business area, the student will:

state specifically the location desired

obtain from the driver the exact location of the drop-off, using landmarks if possible

obtain from the driver exact directions to the door of the desired building

request sighted guide aid from the driver if necessary (e.g. if directions are unclear).

7.5.2 Skill — Ability to obtain a cab in a business area

Objective

7.5.2.1 — When ready to leave a business area by cab, the student will:

locate a cab company in the area by soliciting information from pedestrians

locate a taxi stand and an available cab by solociting information from pedestrians

telephone a cab company giving the exact location where to be picked up.

7.0 Unit Business Travel

7.6 Information Gathering

7.6.1 Skill — Ability to travel to and use a post office

Objective

7.6.1.1 — When asked to locate a post office, the student will identify the post office location by the presence of several mail boxes outside the building and/or the presence of a drive-in mail box in front of the building.

7.6.2 Skill — Ability to travel inside a post office

Objective

7.6.2.1 — When asked to become familiar with the inside of a post office, the student will enter the post office and identify the following: mail slots, counter, post office boxes; and different windows for parcel post, money orders, letters, stamps, and other items.

7.6.3 Skill — Ability to travel within a bank

Objective

7.6.3.1 — After entering a bank, the student will:

identify writing counters (usually in center or along front wall)

identify tellers' windows (usually along back and/or sides of bank)

identify location of open tellers' windows by lines of customers

identify safe deposit area (by metal gate).

7.6.4 Skill — Ability to approach and use a supermarket

Objectives

7.6.4.1 — Upon nearing a supermarket, the student will identify its location by the following possible landmarks: automatic opening doors, presence of shopping carts, or parcel pickup.

7.0 Unit Business Travel

7.6 Information Gathering

7.6.4 Skill — Ability to approach and use a supermarket

Objectives (continued)

7.6.4.2 Upon entering a supermarket with which he/she is unfamiliar, the student will solicit aid in locating store items.

7.6.4.3 Upon entering a supermarket with which he/she is familiar, the student will identify the refrigerated items, frozen items, and fruits and vegetables (usually located along the sides and back of the store).

7.6.5 Skill — Ability to locate and travel within a laundromat

Objectives

7.6.5.1 Upon nearing a laundromat, the student will identify its location by the sound of machines, the feeling of heat and by characteristic odors.

7.6.5.2 Having located a laundromat, the student will enter and identify the layout: location of dryers (usually along the sidewall), washers (either along opposite sides or in the center), and vending machines (usually along the sides or at either end).

7.6.6 Skill — Ability to become oriented to a new business area

Objective

7.6.6.1 Given the task to become oriented to a new business area, the student will identify the pattern of its main streets, important landmarks, travel hazards, transportation facilities and important business locations. The student may obtain this information either through exploration, soliciting aid and/or information from acquaintances.

8.0 UNIT PUBLIC TRANSPORTATION

8.1 Travel Concessions

8.1.1 Skill — Ability to explain travel concessions for blind travelers

Objective

8.1.1.1 Upon request, the student will explain the travel concessions which are made available for blind travelers.

8.0 Unit Public Transportation

8.2 Techniques of Travel by Taxicab

8.2.1 Skill — Ability to secure a taxicab

Objectives

8.2.1.1 — Given the phone number of a cab company, the student will place a call and order a cab, stating his/her name and location and requesting that the driver identify himself/herself upon arrival.

8.2.1.2 — Brought to an area which cabs are known to frequent, the student will position himself/herself on the sidewalk near the curb, facing about 45° left of perpendicular to the traffic, make a hailing gesture and calling "taxi" at appropriate intervals (10 sec.).

8.2.2 Skill — Ability to direct the cab driver

Objective

8.2.2.1 — When positioned in the taxicab, the student will specify the address to which he/she wishes to go and offer pertinent information such as to area of town or major landmarks.

8.2.3 Skill — Ability to obtain an estimate of fare

Objective

8.2.3.1 — Having stated the destination, the student will request of the driver an estimate of the fare. (This will allow the student to plan his/her finances and help guard against gross over charge.)

8.2.4 Skill — Ability to request aid from the taxicab driver upon arrival at destination

Objectives

8.2.4.1 — Upon arrival at the destination, the student will request verbal directions from the cab to the door. The student will then question the driver in such a way as to elicit information necessary for him/her to locate the door or entry of the destination. The student will be judged on the effectiveness of questions and on interpretation of information conveyed by the driver.

8.0 Unit Public Transportation

8.2 Techniques of Travel by Taxicab

8.2.4 Skill — Ability to request aid from the taxicab driver upon arrival at destination

Objectives (continued)

8.2.4.2 When physical assistance from the driver is necessary, the student will request such assistance with baggage and/or guidance. The student will be judged on discretion and courtesy.

8.2.5 Skill — Ability to handle money

Objective

8.2.5.1 At the termination of the taxicab trip, the student will pay the driver the correct fare and an appropriate tip.

8.0 Unit Public Transportation

8.3 Techniques of Travel by Local Bus or Trackless Trolley

8.3.1 Skill — Ability to identify the modes of transportation

Objectives

8.3.1.1 Upon request, the student will verbalize the difference between bus and trackless trolley as to power source.

8.3.1.2 Upon being approached by a transportation vehicle, the student will determine whether the vehicle is a bus or trackless trolley, utilizing auditory and olfactory information.

8.3.1.3 When taken to an out-of-service bus or trackless trolley, the student will familiarize himself/herself to the following items: seating plan, door set-up, pattern of negotiation, fare box, aids in the vehicle (supports, grab-loops, etc.) and stop-cord.

8.3.2 Skill — Ability to plan travel routes

Objectives

8.3.2.1 Given a point of departure and a destination, the student will telephone the transit company and request the following information: route number(s), transfers necessary, location/description of stop(s), schedule(s), fare(s). (The student will be judged on telephone manner, appropriateness and effectiveness of questions.)

8.3.2.2 Given a point of departure and a destination, the student will plan a route utilizing a tactile and/or auditory map to ascertain route numbers, transfers necessary and location of stop(s) relative to point of departure and final destination.

8.3.2.3 When exact change is necessary for public transportation, the student will obtain such change prior to departure.

8.3.2.4 When asked to describe travel concessions available to blind travelers, the student will state the nature and details of each type of concession.

8.0 Unit Public Transportation

8.3 Techniques of Travel by Local Bus or Trackless Trolley

8.3.3 Skill — Ability to travel by public conveyance: bus or trackless trolley

Objectives

8.3.3.1 — From prior familiarization, verbal description, or by soliciting aid, the student will:

locate the bus stop and position himself/herself appropriately

use auditory and olfactory clues

determine when the vehicle arrives and locate the entrance door

negotiate obstacles between the curb and open door, allowing those leaving the bus to exit before he/she enters

enter the bus, locate fare box and deposit exact change (unless it is a pay as you leave route)

solicit aid from driver and/or other passengers as to when the bus arrives at his/her destination and the location of an empty seat

locate an empty seat or grab rail near the front of the vehicle.

8.3.3.2 — While on the bus, the student will demonstrate his/her ability to remain oriented during route by means other than merely counting stops. Such means will include identification of landmark stops, time/distance judgment, and landmarks in the route (such as a steep hill).

8.3.3.3 — Given the need to identify his/her stop, the student will identify the stop verbally, basing the decision upon sensory clues or information solicited from the driver or other passengers.

8.0 Unit Public Transportation

8.3 Techniques of Travel by Local Bus or Trackless Trolley

8.3.4 Skill — Ability to debark from a local bus or trackless trolley

Objective

8.3.4.1 — Upon arrival at the correct stop, the student will:

demonstrate his/her recall of the bus layout, pattern of negotiation and his/her ability to maneuver in a crowd by exiting the bus

proceed immediately to a sidewalk or other place of safety, utilizing auditory (and visual) scanning techniques and moving around stationary obstacles

demonstrate his/her ability to self-orient upon arrival by proceeding towards the final destination.

8.3.5 Skill — Ability to handle emergency procedures

Objective

8.3.5.1 — Upon request, the student will verbalize effective patterns of behavior for various emergency situations as described below:

student is harassed by a passenger

student is harassed by vehicle (door "grabs" cane)

fellow passenger is in trouble (heart attack)

vehicle in trouble (accident)

recovery from getting off at wrong stop.

8.0 Unit Public Transportation

8.4 Techniques of Travel by Trolley/Elevated/Subway

8.4.1 Skill — Ability to characterize mode of transportation

Objectives

8.4.1.1 When asked to compare the terms trolley, elevated, and subway, the student will describe each noting the following:

the similarity of power source

the differences in location with respect to ground level and subsequent connection to power source (overhead lines at ground level, 3rd rail for elevated and subway)

greater speeds attainable when removed from ground level traffic patterns.

8.4.1.2 When asked to compare track-dependent vehicles with a trackless bus and a trackless trolley, the student will describe the differences with respect to the following:

physical limitations imposed by the use of tracks and potentially dangerous third rail, similarity of interior layout

speeds - high speeds attainable when removed from street traffic

linking capability

fare often higher (for maintenance of elevated and subway)

fare box lacking in subway and elevated - replaced by turnstile and/or collector in station.

8.0 Unit Public Transportation

8.4 Techniques of Travel by Trolley/Elevated/Subway

8.4.2 Skill — Ability to plan a route

Objectives

8.4.2.1 Given a point of departure and a destination, the student will telephone the transit company or the destination and request the following information:

transit line(s) involved

transfers necessary

location/descriptions of stop(s)

frequency running schedule

fare(s).

8.4.2.2 When seeking information about a route, the student will be business-like and courteous in telephoning and will ask appropriate and well-phrased questions.

8.4.2.3 Given a point of departure and a destination, the student will plan a route utilizing a tactile and/or auditory map to ascertain transit line(s), transfers necessary, and location of stop(s) relative to point of departure and final destination.

8.4.2.4 Before starting a trip, the student will obtain exact change, if necessary, prior to departure and will recall travel concessions available to him/her.

8.4.3 Skill — Ability to travel by trolley/elevated/subway

Objectives

8.4.3.1 From prior familiarization, verbal description, or by soliciting aid, the student will locate a trolley stop and position himself/herself appropriately remaining a safe distance from the tracks. Using auditory clues, the student will determine when the trolley arrives and will locate the entrance door. He/she will safely negotiate obstacles between the waiting place and the open door, allow those leaving the trolley to exit before he/she enters and then enter the vehicle. The student will then locate the fare box and deposit exact change, and will solicit aid from the motorman and/or passengers as to when trolley arrives at his/her destination, and the location of an empty seat. The student will locate an empty seat or grab rail.

8.0 Unit Public Transportation

8.4 Techniques of Travel by Trolley/Elevated/Subway

8.4.3 Skill — Ability to travel by trolley/elevated/subway

Objectives (continued)

8.4.3.2 From prior familiarization, verbal directions, or by soliciting aid, the student will locate the transit station. The student will demonstrate an awareness of and ability to locate the following features of a transit station:

- stairs to various levels, intersection principle
- change/information booth
- shops, newsstands
- fare stiles.

8.4.3.3 When entering onto a station platform, the student will demonstrate special techniques used for platform safety and for locating the appropriate waiting place, including a modified touch technique, squaring off with the platform edge, moving back several feet and soliciting aid if appropriate.

8.4.3.4 When waiting on the station platform for the trolley to arrive, the student will, using auditory clues, determine when the car arrives, locate the entrance door, allow those leaving the car to exit, and then enter himself/herself.

8.4.3.5 After having boarded the trolley, the student will solicit aid from other passengers as to location of an empty seat or grab rail, and for identification of stops.

8.4.3.6 While on the trolley, the student will demonstrate his/her ability to remain oriented during the route by means other than merely counting stops. (Such means will include identification of landmark stops, time/distance, judgment, and landmarks along the route such as a steep hill.)

8.4.3.7 When the trolley reaches the student's stop, he/she will identify the desired stop either through the use of sensory clues or from information solicited from the driver and/or other passengers.

8.0 Unit Public Transportation

8.4 Techniques of Travel by Trolley/Elevated/Subway

8.4.3 Skill — Ability to travel by trolley/elevated/subway

Objectives (continued)

8.4.3.8 Upon arrival at the correct trolley stop, the student will:

demonstrate his/her recall of the vehicle lay-out, pattern negotiation, and his/her ability to maneuver in a crowd by exiting the vehicle

proceed immediately to a place of safety away from the vehicle, utilizing auditory (and visual) scanning techniques

demonstrate his/her ability to self-orient upon arrival by proceeding toward final destination, utilizing appropriate safety techniques, (whether to negotiate a platform and exit a subway or elevated station, or to negotiate traffic, or a passageway over or under the street from a ground level stop).

8.4.4 Skill — Ability to handle emergency procedures

Objective

8.4.4.1 Upon request, the student will verbalize effective patterns of behavior for various emergency situations as described below:

the student is harassed by a passenger

the student is harassed by vehicle (door closes on cane)

a fellow passenger is in trouble (heart attack)

the vehicle is in trouble (accident)

recovery from getting off at wrong stop

suspicious individuals frequenting subway stations at night

the pit, the third rail, and other dangerous areas.

8.0 Unit Public Transportation

8.5 Touring Bus

8.5.1 Skill — Ability to identify the mode of transportation

Objective

8.5.1.1 When asked to compare a touring bus with a local bus, the student will point out similarities in general structure and differences of the two vehicles, including the following:

size and height (tour bus is bigger)

type and position of seats

location of exits, including emergency exits

special characteristics of the tour bus, (often has a split level interior, has parcel racks, lack of standing space and grab bars, has a restroom, lack of fare box and availability of pillows).

8.5.2 Skill — Ability to plan a long distance bus trip

Objectives

8.5.2.1 When preparing for a long trip on a bus, the student will telephone the bus company to obtain fares, schedules, and any other pertinent information such as policy regarding dog guides and travel concessions.

8.5.4.2 When preparing for an actual trip, the student will do the following:

procure enough cash or travelers cheques for fare plus estimated expenses

arrange transportation, public or private, to the terminal of departure (embarkation) and from the terminal of arrival (debarkation) to the destination

arrange for travel concessions, if applicable

prior to embarkation for a trip, inform parties at both ends of the trip of his/her plans.

8.0 Unit Public Transportation

8.5 Touring Bus

8.5.3 Skill — Ability to familiarize oneself to a typical bus terminal

Objective

8.5.3.1 When taken to an unfamiliar bus terminal, the student will use sensory information, self-familiarization techniques and verbal questioning to locate the following:

entrance and exits

ticket counters

baggage counters

waiting area and lockers

departure gates

coffee shop

rest rooms.

8.5.4 Skill — Ability to travel by bus

Objectives

8.5.4.1 Having familiarized himself/herself to a bus terminal, the student will demonstrate the following procedure:

purchasing a ticket

checking baggage

locating the proper gate

locating a waiting chair near gate

listening for announcement of bus boarding

taking place in line to show ticket to driver

boarding the bus as described in 8.3.3.1.

8.5.4.2 Upon the arrival of the bus at a rest stop, the student will solicit aid to locate rest rooms and the coffee shop and will return to the bus where he/she will relocate his/her seat.

8.0 Unit Public Transportation

8.5 Touring Bus

8.5.4 Skill — Ability to travel by bus

Objectives (continued)

8.5.4.3 Upon the arrival of the bus at a terminal enroute to the destination, the student will solicit aid as in 8.5.4.2 and will check to see if there is a new driver.

8.5.4.4 If the trip the student is taking requires a change of bus, the student will:

remind the driver of his/her baggage transfer

familiarize himself/herself to the terminal

locate a waiting chair near the departure gate

check on the time and listen for the announcement of the bus to which he/she is transferring

enter the bus appropriately and locate an empty seat.

8.5.4.5 When traveling on a bus at night, the student will check to be sure the reading light is off.

8.5.4.6 Upon exiting the bus in which he/she is traveling, the student will:

remove all items he/she carried on to the bus

produce his/her baggage claim stubs and pick up the baggage either at the side of the bus or at the baggage counter.

8.5.4.7 Upon arrival at his/her destination, the student will locate the following as needed:

baggage counter

phones

rest rooms

coffee shops

lockers

exit doors.

8.0 Unit Public Transportation

8.6 Train Travel

8.6.1 Skill — Ability to describe a train as a mode of transportation

Objectives

8.6.1.1 When asked to compare the train in relation to the trolley/subway/elevated, the student will describe it as a track-restricted vehicle, including such concepts as the engine, multiple car linkage, types of cars (freight and passenger) and caboose.

8.6.1.2 When asked to describe the history of the train in this country and abroad, the student will describe its role as a passenger vehicle in the U.S.A. and Europe.

8.6.1.3 When asked to compare the passenger train with the bus and the airplane as a mode of transportation, the student will include such points as extent of service, speed, fare, and usefulness as a mode of travel for commuters.

8.6.1.4 When asked to compare the day coach to a subway car, the student will describe the following differences between the two vehicles:

the coach is larger and higher

the seating arrangement is more standard in coach

the coach lacks standing space and subsequent grab rails

the exits of the coach are only at ends

travel is permitted from coach to coach

the train has rest rooms, a diner, and a club car

the presence of a conductor is at one's disposal on a train.

The student will describe the Pullman coach including the following:

roomettes

the price compared with a coach.

8.0 Unit Public Transportation

8.6 Train Travel

8.6.2 Skill — Ability to plan a train trip

Objectives

8.6.2.1 When preparing for a long trip on a train, the student will telephone the railroad to obtain fares, schedules, and other pertinent information such as policy regarding dog guides, travel concessions.

8.6.2.2 When preparing for an actual train trip, the student will do the following:

procure enough cash or travelers cheques for fare plus estimated expenses

arrange transportation, public or private, to the terminal of departure (embarkation) and from the terminal of arrival (debarkation) to the destination

arrange for travel concessions, if applicable

prior to embarkation for a trip, inform parties at both ends of the trip of his/her plans.

8.6.3 Skill — Ability to familiarize oneself to a typical train depot

Objective

8.6.3.1 When taken to an unfamiliar train depot, the student will use sensory information, self-familiarization techniques and verbal questioning to locate the following:

entrance and exits

ticket counters

waiting area and lockers

departure gates

coffee shop

rest rooms.

The student will also note sounds peculiar to a train depot; often old, high ceilings and terrazzo floors, (therefore much echoing); sounds of engines, including the horn or whistle, sudden jolting of cars during starting; the screech of wheels during braking.

8.0 Unit Public Transportation

8.6 Train Travel

8.6.4 Skill — Ability to travel by train

Objectives

8.6.4.1 Having familiarized himself/herself to the depot, the student will demonstrate the following procedure:

purchasing a ticket

locating the proper platform or gate

locating an empty chair or bench near the gate

listening for the announcement of the train

moving to the correct line with baggage

obtaining assistance from the conductor in getting on the train and stowing baggage

locating an empty seat

presenting the ticket to the conductor.

8.6.4.2 Upon arrival at a depot enroute, the student will make no attempt to get off (contrast with bus) but will check to see if there has been a change of conductors.

8.6.4.3 If the trip requires a change of trains, the student will demonstrate the following procedure:

soliciting aid from the conductor in debarking and recovering luggage

familiarizing himself/herself to the depot

locating the proper platform or gate

locating an empty chair or bench near the gate

listening for the announcement of the train

moving to the correct line with baggage

obtaining assistance from the conductor in getting on the train and stowing baggage

locating an empty seat

presenting the ticket to the conductor

recognizing arrival at the destination.

8.0 Unit Public Transportation

8.6 Train Travel

8.6.4 Skill — Ability to travel by train

Objectives (continued)

8.6.4.4 Having arrived at his/her destination, the student will recognize it as such by checking the time and the conductor's announcement.

8.6.4.5 After the train has stopped, the student will:

solicit aid from the conductor in recovering baggage and exiting from the train

move a safe distance away from the train

check to be sure he/she has all his/her belongings.

8.6.4.6 Upon entering the depot, the student will locate the following as needed:

telephones

rest rooms/coffee shop

lockers

exit doors.

8.0 Unit Public Transportation

8.7 Plane Travel

8.7.1 Skill — Ability to describe the airplane as a mode of transportation

Objectives

8.7.1.1 Upon request, the student will describe the following facts related to air travel:

the emergence of the plane as the major mode of distance transportation

the current extent of plane service, noting its impracticality for short runs

physical characteristics of a plane (i.e. overall shape, propulsion, turning, and banking)

how the plane compares with the bus and the train as a mode of transportation, including extent of services, speed, fare, location of airports (usually far from center of city - creating problem of transportation to and from).

8.7.1.2 When entering a plane, the student will locate and/or describe the following:

cockpit (flight deck)

kitchen (galley)

rest rooms

seating arrangement, reclining seats, tables, air blowers

emergency exits, both doors and windows

oxygen masks

separation of first class and coach areas

availability of flight attendant for aid

food service available (varying with time of day and calss of ticket) including: beverages (alcoholic and non-alcoholic), snacks, meals).

8.0 Unit Public Transportation

8.7 Plane Travel

8.7.2 Skill — Ability to plan a plane trip

Objectives

8.7.2.1 When preparing for a plane trip, the student will telephone the airline to obtain fares, schedules, and any other pertinent information such as policy regarding dog guides and travel concessions.

8.7.2.2 When preparing for an actual trip, the student will do the following:

procure enough cash or travelers cheques for fare plus estimated expenses

arrange transportation, public or private, to the terminal of departure (embarkation) and from the terminal of arrival (debarkation) to the destination

arrange for travel concessions, if applicable

prior to embarkation for a trip inform parties at both ends of the trip of his/her plans

consider the availability of an airport limousine in making such arrangements.

8.0 Unit Public Transportation

8.7 Plane Travel

8.7.3 Skill — Ability to familiarize oneself to a typical airport

Objectives

8.7.3.1 When taken to an unfamiliar airport, the student will use self-familiarization techniques and verbal questioning to locate or describe the following:

entrances/exits (usually by specific airlines)

ticket counters (usually by specific airlines)

baggage counter (usually adjacent to ticket counter)

concourses

departure/arrival gates

waiting area by each gate

departure lounge check-in counter

metal detection devices

rest rooms

coffeeshops/cocktail lounges

newsstand, gift shop

advertising displays (often automobiles)

rent-a-car booths

flight insurance machine

current flight information on closed circuit TV

courtesy phones, paging system

baggage pick-up area (by airline)

sounds peculiar to airport, such as long narrow echo of concourse, jet sounds

departure and arrival information.

8.0 Unit Public Transportation

8.7 Plane Travel

8.7.4 Skill — Ability to travel by plane

Objectives

8.7.4.1 Having planned a plane trip, the student will demonstrate the following procedure, soliciting aid whenever necessary:

making a reservation

purchasing a ticket

picking up a ticket/confirming reservation

checking baggage to final destination

locating the concourse

walking through the metal check

locating the gate

presenting ticket at the gate

locating an empty seat in waiting area

listening for announcement of the flight

extinguishing cigarette (if smoking)

entering the plane

locating a seat with the aid of the flight attendant

stowing carry-ons

fastening the seat belt.

8.0 Unit Public Transportation

8.7 Plane Travel

8.7.4 Skill — Ability to travel by plane

Objectives (continued)

8.7.4.2 Using auditory, vestibular, and proprioceptive senses, the student will attend to the following events:

- flight attendant lecture on safety
- pilot greeting
- taxiing to end of the runway
- hesitation before moving down runway
- acceleration
- take-off and climb (noting ear's reaction to change of pressure)
- leveling off.

8.7.4.3 The plane having leveled, the student will, as appropriate:

- unfasten seat belt
- walk to the rest room
- recline or use table
- accept food and/or drink from the flight attendant
- remain prepared for "air pockets" and foul weather conditions by retaining seat belt loosely fastened.

8.7.4.4 Upon cue from the pilot or flight attendant, the student will:

- return his/her seat to an upright position
- return tray to closed position
- get rid of food and/or drink
- fasten seat belt.

8.0 Unit Public Transportation

8.7 Plane Travel

8.7.4 Skill — Ability to travel by plane

Objectives (continued)

8.7.4.5 During descent, the student will attend to the following events:

descent (noting effect on ears)

circling (noting banking effect)

air brakes (noise)

contact with runway (likely to feel very bumpy)

braking, reverse of engine thrust

taxiing to gate.

8.7.5 Skill — Ability to utilize emergency procedures

Objective

8.7.5.1 Upon request, the student will list and describe the common safety procedures used in planes, including:

smoking regulations

use of seat belts

use of oxygen mask

use of crash position

use of flotation devices

use of emergency exits - locations and types

use of emergency slide.

9.0 UNIT CONGESTED BUSINESS TRAVEL

9.1 Public Assistance Skills

9.1.1 Skill — Ability to auditorily identify persons from whom aid might be solicited

Objective

9.1.1.1 — After discussion and practice in listening to passers-by indoors and outdoors, the student will identify adults by voices and footsteps, rustling of shopping bags and by other auditory means.

9.1.2 Skill — Ability to visually identify persons from whom aid might be solicited

Objective

9.1.2.1 — After discussion and practice in distinguishing passers-by from inanimate objects and after identifying passers-by, the student, with residual vision, will select adults (by their size, shape, and movement) from whom aid might be solicited.

9.1.3 Skill — Ability to auditorily localize and track the movement of an individual toward or away from the student

Objective

9.1.3.1 — After discussion and practice in listening to the movement of pedestrians, the student will identify designated individuals as moving toward, away from, or passing near the student.

9.1.4 Skill — Ability to visually determine the path of an individual's travel relative to the student

Objective

9.1.4.1 — After discussion and practice in following the line of travel of pedestrians, the student, with useful vision, will visually determine and identify the movement of designated individuals as toward, away from, or passing near the student.

9.0 Unit Congested Business Travel

9.1 Public Assistance Skills

9.1.5 Skill — Ability to get the attention of a passerby or bystander for the purpose of soliciting aid

Objective

9.1.5.1 — Given the need to solicit aid and after identifying and locating an individual nearby or moving toward himself/herself, the student will attempt to get the individual's attention by calling out clearly "excuse me, have you a moment?","excuse me, sir (ma'am)", or similar statement.

9.1.6 Skill — Ability to establish and maintain "eye contact" when dealing with the public

Objectives

9.1.6.1 — After practicing appropriate head posture with the teacher, the student will auditorily locate a passerby and turn his/her own face and body toward the passerby while addressing the passerby.

9.1.6.2 — After practicing appropriate head posture, the student, with useful vision, will visually locate a passerby and turn his/her own face and body toward the passerby's face and body and maintain that posture while addressing the passerby.

9.1.7 Skill — Ability to get desired information from the public

Objective

9.1.7.1 — After practice at phrasing questions and answers broadly and then specifically for detailed information, the student will phrase such questions to selected individuals from whom he/she is most likely to receive a useful clear answer. Once the student gains an individual's attention, he/she will proceed with a more detailed question.

9.1.8 Skill — Ability to close an exchange for obtaining information courteously and promptly

Objective

9.1.8.1 — After receiving information from a member of the public, the student will thank his/her assistant for the information obtained and continue traveling independently.

9.0 Unit Congested Business Travel

9.1 Public Assistance Skills

9.1.9 Skill — Ability to accept an offer of aid from a member of the public

Objective

9.1.9.1 — When offered travel aid by a member of the public after having discussed the nature and purpose of public assistance, the student will:

establish and maintain eye contact with the person offering aid

accept the offer by saying "yes, please" or similar statement in a clear voice

briefly and plainly state his/her need

close the exchange by thanking the individual.

9.1.10 Skill — Ability to decline an offer of aid

Objective

9.1.10.1 — When declining an offer of assistance, the student will assure the person offering such assistance a reason for not requiring it with an appropriate response such as: "...will be able to manage", "...am doing fine", or "...don't need assistance just now".

9.1.11 Skill — Ability to decline aid from a forceful pedestrian

Objective

9.1.11.1 — When aid is forced upon the student by a pedestrian, the student will address the pedestrian as in 9.1.10.1 and will use the Hines Break.

9.0 Unit Congested Business Travel

9.1 Public Assistance Skills

9.1.12 Skill — Ability to solicit aid for various situations

Objective

9.1.12.1 After discussion and review of the information in objectives 9.1.1 through 9.1.11, the student will apply these skills:

to determine a specific building address

to verify or determine street names

to verify or determine the location of a bus stop

to obtain assistance for a hazardous street crossing

to obtain a verbal description of an area

to obtain directions to a specific location

to locate a specific floor, office, or department within a building

to make a purchase or obtain service in a store or restaurant.

9.0 Unit Congested Business Travel

9.2 Modification of Mobility Skills

9.2.1 Skill — Ability to modify the use of low vision devices for congested business travel

Objective

9.2.1.1 — After discussion and review of the proper use of low vision devices, the student will carefully step out of the flow of pedestrians when stopping to use such devices or to scrutinize any object.

9.2.2 Skill — Ability to recognize low overhanging window edges

Objective

9.2.2.1 — After familiarization to overhanging window edges, the student will trail a designated building line and indicate that he/she has located a low overhanging window edge when his/her cane shaft contacts the window edge while the cane tip is still clear (touch technique).

9.2.3 Skill — Ability to negotiate low overhanging window edges

Objective

9.2.3.1 — After discussion and practice, the student will use echo location to avoid the window altogether. When echo location is inapplicable in avoiding low overhanging window edges, the student will substitute the use of touch technique plus forearm and/or hand trailing.

9.2.4 Skill — Ability to visually and/or auditorily interpret the movements of pedestrians to gain useful information

Objectives

9.2.4.1 — After discussion and observation of the movement of pedestrians on the sidewalks, the student will determine the probable width of usable sidewalk in a given block and will maintain a path of travel somewhat to the right of center on that walk.

9.2.4.2 — After discussion and observation of the movement of pedestrians along the inside guideline, the student will estimate the number of busy entrances in a given block by noting the sudden appearance or disappearance of pedestrians long the inside guideline (building line).

9.0 Unit Congested Business Travel

9.2 Modification of Mobility Skills

9.2.4 Skill — Ability to visually and/or auditorily interpret the movements of pedestrians to gain useful information

Objectives (continued)

9.2.4.3 — After discussion and practice at judging pedestrian movement by listening or watching, the student will avoid bumping or tripping pedestrians by staying several feet behind them or altering his/her course to get around them.

9.2.4.4 — After discussion and observation of pedestrian flow at an intersection, the student will determine the probable location of the crosswalk and use it at a given intersection by noting the pedestrian flow.

9.2.5 Skill — Ability to recognize vehicles which are likely to have protruding wing mirrors.

Objective

9.2.5.1 — After discussion of and familiarization to trucks, jeeps, school buses and their wing mirrors, the student will identify as such any vehicle with a high-riding body and double tires or larger than average tires.

9.2.6 Skill — Ability to safely negotiate vehicles which are likely to have protruding wing mirrors

Objective

9.2.6.1 — After identifying a contacted bus, van, truck, or similar vehicle and after practice in negotiating these vehicles, the student will use the touch technique plus a head-high protective forearm technique when trailing around or moving near such vehicles.

9.0 Unit Congested Business Travel

9.3 Coping with Enlarged Block Concepts and Unexpected Situations

9.3.1 Skill — Ability to recognize alleys and differentiate them from streets

Objectives

9.3.1.1 After a discussion of and orientation to alleys, the student will describe the purposes of alleys stating that:

- they act as fire lanes
- parking and rear entrance access routes for business areas
- service access for deliveries
- access for garbage storage and removal and similar uses.

9.3.1.2 After discussion and orientation to alleys, the student will describe some common characteristics of alleys, stating that:

- they are narrower than streets
- may or may not have curbs
- have sparse traffic, much of which may consist of trucks
- have limited pedestrian traffic
- are detectable by sounds or echo location and other similar characteristics.

9.3.1.3 After discussion of and orientation to alleys, the student will identify an alley in a given block and will use it as a landmark to locate an objective.

9.0 Unit Congested Business Travel

9.3 Coping with Enlarged Block Concepts and Unexpected Situations

9.3.2 Skill — Ability to negotiate alleys

Objective

9.3.2.1 After learning to identify alleys, the student will negotiate several alleys in a given route, choosing from the following methods:

- proceeding across the alley with parallel traffic
- proceeding in the absence of all traffic
- proceeding with a crowd surge.

9.3.3 Skill — Ability to identify elevator shafts on sidewalks

Objective

9.3.3.1 After a discussion of and orientation to sidewalk elevator shafts, the student will describe their purpose stating that they act as basement access to the street for garbage and shipping in lieu of rear building access.

9.3.3.2 After discussion and orientation to sidewalk elevator shafts, the student will describe their location stating that:

- they are usually placed near the building line rather than at the center of the sidewalk
- they are occasionally located near to the curb rather than at the center of the sidewalk
- they may be accompanied by goods or garbage cans standing nearby and by a truck loading or unloading at the curb
- they are usually closed when not in use.

9.3.3.3 After discussion of and orientation to sidewalk elevator shafts, the student will identify those he/she encounters in a given block by the metal shaft cover plates and location.

9.0 Unit Congested Business Travel

9.3 Coping with Enlarged Block Concepts and Unexpected Situations

9.3.4 Skill — Ability to negotiate elevator shafts on sidewalks

Objective

9.3.4.1 — After learning to identify sidewalk elevator shafts, and after discussion and practice, the student will walk around rather than over even the closed shafts and will adjust his/her line of travel toward the center of the sidewalk to avoid repeated contact with other shafts.

9.3.5 Skill — Ability to identify subway entrances or exits on sidewalks

Objective

9.3.5.1 — After discussion of and orientation to sidewalk subway accesses, the student will:

describe the purpose of these accesses, stating that they provide a pedestrian access to subways which is covered so that pedestrians won't fall in and as protection from wind and rain

describe the structure as located from behind, stating that it is of heavy material, waist high or higher, the size of a small shed

describe the structure as located from the front, stating that it will be a doorway or doorways isolated from and usually perpendicular to the building line.

9.3.6 Skill — Ability to negotiate subway accesses on sidewalks

Objective

9.3.6.1 — After identifying a subway access on the sidewalk, the student will visually or auditorily determine its position relative to the usable portion of the sidewalk and will move in the direction of the usable sidewalk.

9.0 Unit Congested Business Travel

9.3 Coping with Enlarged Block Concepts and Unexpected Situations

9.3.7 Skill — Ability to recognize jaywalking

Objectives

9.3.7.1 — After discussion, the student will define "crossing against a light" as any crossing made while perpendicular traffic or advanced turn lanes have the right of way.

9.3.7.2 — After discussion of jaywalking, the student will define jaywalking as any street crossing executed either outside a crosswalk or within a crosswalk but against a traffic light or other control.

9.3.7.3 — After discussion, the student will define a "mid-block crossing" as one made from a straight curb rather than a rounded one, made with the building line perpendicular to the student's path, and made in the absence of parallel traffic and traffic controls of any sort.

9.3.7.4 — After discussion, the student will define a "diagonal crossing" as a crossing at an intersection to a non-adjacent corner.

9.3.8 Skill — Ability to cope with unexpected situations

Objectives

9.3.8.1 — After discussion about and experience with business travel, the student will:

integrate his/her skills to remain oriented

re-orient himself/herself when necessary

solicit aid when necessary.

9.3.9 Skill — Ability to avoid distance and time disorientation due to slower travel and frequent interruptions

Objective

9.3.9.1 — After discussion, experience, and practice in business travel, the student will select his/her own landmarks within a given area and use them to remain oriented while executing several errands.

9.0 Unit Congrested Business Travel

9.4 Different Types of Openings

9.4.1 Skill — Ability to recognize different types of openings

Objective

9.4.1.1 — Given a business area containing stores and buildings with various kinds of openings, the student will identify: recessed openings, narrow or wide openings, incline or decline type openings, rectangular, circular, or triangular openings.

9.4.2 Skill — Ability to recognize and identify awnings

Objectives

9.4.2.1 — After a discussion of the nature and purpose of awnings, the student will state the purposes of awnings as follows:

they shield an entryway from precipitation

they decorate an entryway

they shield display windows from sunlight.

9.4.2.2 — After discussion of and orientation to different types of awnings, the student will locate a given awning visually or by echo location.

9.4.2.3 — After a discussion of and orientation to awnings, the student will locate a given awning by shade or protection from rain, plus echo location.

9.4.2.4 — After discussion, the student will solicit aid to determine the permanence of a given awning before using it as a landmark.

9.4.3 Skill — Ability to recognize delivery entrances

Objectives

9.4.3.1 — After a discussion of the nature and purpose of delivery entrances, the student will describe their purpose stating that they allow for deliveries without blocking or interferring with ordinary business through the main entrance.

9.0 Unit Congested Business Travel

9.4 Different Types of Openings

9.4.3 Skill — Ability to recognize delivery entrances

Objectives (continued)

9.4.3.2 After a discussion and orientation to different delivery entrances, the student will locate a delivery entrance within a given area and describe its characteristics, stating that the door itself may be raised and handleless, it may be step-less, or ramped, and it may be flush with the building line.

9.4.4 Skill — Ability to negotiate delivery entrances

Objectives

9.4.4.1 After a discussion of delivery entrances and after learning to identify them, the student will be alert for the possibility of service vehicles parked nearby or for merchandise on the sidewalk.

9.4.4.2 After discussion and orientation, the student will negotiate a given inactive delivery entrance by adjusting his/her line of travel away from the building line or by trailing past it.

9.4.4.3 After discussion and practice, the student will negotiate a given active delivery entrance by implementing forearm technique in addition to touch technique as protection against vehicles parked on the sidewalk.

9.4.5 Skill — Ability to recognize parking garage entrances

Objective

9.4.5.1 After discussion of and orientation to parking garages, the student will:

describe the purpose of parking garages, stating that they provide sheltered parking which relieves street congestion in business areas and that they stimulate business

identify a parking garage entrance within a given block by recognizing the presence of a very deep, widely recessed opening on the inside guideline, perhaps accompanied by automobile exhaust fumes and sounds of cars and in conjunction with a driveway.

9.0 Unit Congested Business Travel

9.4 Different Types of Openings

9.4.6 Skill — Ability to negotiate parking garage entrances

Objective

9.4.6.1 After orientation to and practice at identifying parking garage entrances, the student will:

listen for vehicles or warning bell

proceed in absence of traffic

proceed with visual clearance

proceed with parallel traffic.

9.4.7 Skill — Ability to recognize and negotiate revolving doors

Objective

9.4.7.1 After a discussion of and orientation to revolving doors, the student will:

define revolving doors, stating that they are a set of four leaves set in a cross shape about a vertical axis and in a cylindrical housing

describe the purpose of revolving doors stating that they allow for ingress and egress while minimizing heat and noise exchange between the street and building through the door

identify the presence of a revolving door within a given entryway by listening and pointing to it

make contact with the door housing when the door is heard to be still

locate the opening with the cane tip while the door is still, stepping back if the door moves

move the door counter-clockwise until there is enough room to enter the opening

move into the opening, keep the axis at his/her left and continue to push the door counter-clockwise

hold the cane upright against the right hand wall with the right hand while inside the revolving door

find the next opening on the right and exit immediately by turning and moving quickly to the right, resuming full extension of the cane.

9.0 Unit Congested Business Travel

9.4 Different Types of Openings

9.4.8 Skill Ability to bypass revolving doors

Objective

9.4.8.1 After a discussion of, orientation to, and practice at locating revolving doors, the student will:

auditorily located a revolving door in a given entrance

trail to the right of the revolving door to locate an alternate entrance in the same vestibule.

9.0 Unit Congrested Business Travel

9.5 Special Familiarizations

9.5.1 Skill — Ability to identify escalators (electric stairs)

Objective

9.5.1.1 — After a discussion of escalators, the student will:

define an escalator as a continuously moving staircase for carrying passengers up or down

auditorily or visually identify an escalator within a given area

locate a specific escalator by soliciting aid.

9.5.2 Skill — Ability to use an escalator

Objective

9.5.2.1 — After a thorough orientation to escalators and after learning to identify and locate them, the student will:

make contact with the metal floor plate

move toward the escalator using the modified diagonal cane technique

locate the railings and determine whether the stair goes up or down, making sure the railing moves away from him/her (if it moves toward him/her, he/she should vacate the metal plate, retracing his/her steps and seek the correct stair)

with hand touching, but not grasping the railing, slide his/her toe toward the riser and hold the cane in an upright, retracted position

get his/her balance on the edge of the riser, then grasp the railing and step onto the stair simultaneously

lift his/her toes in anticipation of the landing when the angle of the railing begins to level off

step off, when the toes touch the landing release the railing and exit the metal flooring area quickly, resuming the use of the modified diagonal cane technique.

9.0 Unit Congested Business Travel

9.5 Special Familiarizations

9.5.3 Skill — Ability to define an elevator

Objective

9.5.3.1 — When asked to define an elevator, the student will state that an elevator is a moving compartment or cage for raising or lowering people or goods.

9.5.4 Skill — Ability to locate an elevator

Objective

9.5.4.1 — When asked to locate an elevator, the student will:

auditorily identify and locate an elevator in a given area

use public assistance to locate a specific elevator.

9.5.5 Skill — Ability to use an elevator

Objective

9.5.5.1 — After practice in locating elevators, the student will:

make contact with the doors of a given elevator

use the "up" or "down" call button

wait until exiting passengers have passed by when it arrives, then enter using modified diagonal cane technique

turn around to face door after entering elevator

if operator or other passengers are available, name desired floor

if alone, locate floor indicators adjacent to door

select correct floor button according to orientation to that elevator and that building

identify ascending and descending movements of the elevator

identify emergency stop button and emergency phone box

solicit aid to determine if he/she has located the appropriate floor.

9.0 Unit Congested Business Travel

9.6 Complex Intersection Analysis and Negotiation

9.6.1 Skill — Ability to recognize and use one-way streets

Objective

9.6.1.1 After a discussion and review of lane activity and traffic control systems, the student will:

identify a given street as "one-way" and give its direction by its lane activity, viz, not all cars are keeping to the right-hand side relative to their direction and all cars are heard going in the same direction

identify a pattern of one-ways in a given area (e.g. every other street one-way east bound, alternating streets one-way west bound)

interpret lane activity at a given intersection to determine traffic control

familiarize himself/herself to a given area and use one-way streets as landmarks.

9.6.2 Skill — Ability to recognize and use buzzer walk systems at intersections

Objective

9.6.2.1 After discussion and orientation to buzzer walk systems, the student will:

auditorily identify the presence of a buzzer walk system at a given intersection

solicit aid to determine the presence of a buzzer system at a given intersection

locate the pole and buzzer activating button and press it

determine auditorily the time and duration of the buzzer in the traffic cycle

determine the number of lanes affected and their location

re-activate the walk system and prepare to cross

verify that the traffic has stopped, then proceed with the buzzer.

9.0 Unit Congested Business Travel

9.6 Complex Intersection Analysis and Negotiation

9.6.3 Skill — Ability to recognize and use buzzer walk systems mid-block

Objective

9.6.3.1 — After discussion of and orientation to buzzer systems mid-block, the student will describe the presence or absence of a crosswalk with buzzer mid-block, stating that it is present if there is an activating button, a clear area at the curb and no cross street.

9.6.4 Skill — Ability to identify and use silent (red-yellow light) walk systems

Objective

9.6.4.1 — After discussion and orientation to silent walk systems, the student will:

activate the walk system and determine and describe the timing and duration of the four-way stop in the cycle

determine his/her line of direction and proceed with the next activation of the four-way stop.

9.6.5 Skill — Ability to determine when to solicit aid for street crossings

Objective

9.6.5.1 — After discussion and review of intersection analysis skills, the student will:

solicit aid for crossing whenever his/her ability to judge traffic movements is impaired by weather conditions, construction noise, or any other masking souds

solicit aid whenever he/she is unable to determine a safe time to cross or a safe line of direction

solicit aid when encountering an unfamiliar and obviously complex intersection

solicit aid to receive an explanation of a particular complex intersection.

9.0 Unit Congested Business Travel

9.6 Complex Intersection Analysis and Negotiation

9.6.6 Skill — Ability to use sound cues from pedestrians for executing crossings within a crosswalk

Objective

9.6.6.1 After discussion of and orientation to busy intersections and review of the location and purpose of crosswalks, the student will:

use the crowd surge at a busy intersection to determine the onset of a silent walk system

use the crowd surge at a busy intersection to determine the location of the crosswalk.

9.6.7 Skill — Ability to interpret miscellaneous complex situations or to gain information about them

Objective

9.6.7.1 After a review of all previous traffic analysis skills, the student will:

solicit aid to gain information about rotaries, squares, bus stop areas, railroad crossings, offset intersections, T-intersections, Y-intersections, K-intersections, and five-way or advance turn intersections

solicit aid to negotiate the above where necessary

use the above as landmarks

once familiar with the above, will describe the traffic flow and hazards of each.

10.0 UNIT TRAVEL IN MISCELLANEOUS AREAS

10.1 Gas Stations

10.1.1 Skill — Ability to cross a gas station driveway without veering into the gas station

Objective

10.1.1.1 — Upon coming to the driveway of a gas station, the student will cross the driveway and keep a line of direction either by using the conventional procedures of remaining on a sidewalk (following a line of direction, using traffic clues, not walking up an incline) or by locating and following the ridge line, implementing the touch and slide cane technique until walking beyond the boundaries of the gas station.

10.1.2 Skill — Ability to relocate the sidewalk and continue one's line of direction after veering away from the sidewalk into a gas station lot.

Objective

10.1.2.1 — Upon entering a gas station lot, the student will relocate the sidewalk by any or all of the following methods, depending upon which clues are available:

locating the ridge line and walking down the decline towards the sidewalk

walking out of the lot towards the sidewalk by using sound clues (cars located at gas pump, bell, traffic in street)

using tactual clues such as gas pumps and the station itself to get a line of direction towards the sidewalk

moving further away from the source of the gasoline odor.

10.0 Unit Travel in Miscellaneous Areas

10.2 Railroad Tracks

10.2.1 Skill — Ability to recognize close proximity to railroad tracks

Objective

10.2.1.1 — Upon contact with the arm control box, the arm itself lowered across the sidewalk, or upon hearing a train, the student will either stop and listen for an approaching train or will stop and wait for a train to go by before proceeding.

10.2.2 Skill — Ability to cross railroad tracks

Objective

10.2.2.1 — Upon contacting railroad tracks, whether indentifying their approach by other clues or after coming upon them unexpectedly, the student will stop briefly to listen for an approaching train and then proceed across the tracks using a modified touch and drag technique.

10.2.3 Skill — Ability to recover one's line of direction after detecting and avoiding an approaching train

Objective

10.2.3.1 — While crossing railroad tracks and hearing a train approaching, the student will turn around and recross the tracks, if at an unfamiliar railroad crossing (aware of the possibility of there being more than one pair of tracks to cross) and then use the shoreline to obtain a line of direction, or will continue crossing the tracks at a familiar crossing.

10.0 Unit Travel in Miscellaneous Areas

10.3 Snow Travel

10.3.1 Skill — Ability to ask questions of a sighted guide relevant to snow travel conditions

Objective

10.3.1.1 When a student is traveling in snow with a cane and a sighted person is available for assistance, the student will ask any or all of the following questions depending upon need:

how clear is the road and sidewalk

is there bare pavement and where

where are the banks of snow, if any

how deep is the snow on the lawns

what texture is the snow on the lawns as compared to that on the road

do the curbs at the corner look distinguishable

are driveways distinguishable underfoot?

10.3.2 Skill — Ability to identify differences between and to negotiate fresh and hard snow

Objectives

10.3.2.1 Given fresh snow which the cane will easily penetrate, the student will detect tactual clues.

10.3.2.2 Given hard snow in which the cane cannot penetrate the snow, the student will follow paths made by other people, or shoveled ones.

10.3.3 Skill — Ability to modify cane technique for lightly fallen snow

Objectives

10.3.3.1 When traveling in lightly fallen snow, the student will modify his/her cane technique by employing a heavier touch.

10.3.3.2 When traveling in hard snow, the student will modify his/her cane technique by employing a lighter touch and will concentrate on traffic alignment.

10.0 Unit Travel in Miscellaneous Areas

10.3 Snow Travel

10.3.3 Skill — Ability to modify cane technique for lightly fallen snow

Objectives (continued)

10.3.3.3 — When confronted with difficult sidewalk conditions in travel, the student will modify his/her cane technique into a sweeping motion so that the cane covers a greater area and indicates the texture of the terrain more readily.

10.3.4 Skill — Ability to use traffic as a guideline

Objective

10.3.4.1 — Given parallel and perpendicular traffic sound, the student will, after listening, determine the pattern of streets and their relationships to each other.

10.3.5 Skill — Ability to walk in the street with difficult sidewalk conditions

Objective

10.3.5.1 — Given difficult sidewalk contitions to travel on, the student will move into the street, walk against traffic, follow the snow plow line and will sidestep on to the snowbank for approaching cars.

10.3.6 Skill — Ability to discuss the advantages and disadvantages of snow travel

Objectives

10.3.6.1 — When asked to explain the advantage of a bank of snow parallel to the street, the student will state that this can prevent him/her from veering into the street.

10.3.6.2 — When asked to explain the advantage of cracks and ridges in the sidewalk that are filled with snow, the student will state that this condition can prevent the cane from sticking in the cracks.

10.0 Unit Travel in Miscellaneous Areas

10.3 Snow Travel

10.3.6 Skill — Ability to discuss the advantages and disadvantages of snow travel

Objectives (continued)

10.3.6.3 When asked to describe the possible disadvantages of snow travel, the student will state that:

low temperatures are unpleasant

wearing earmuffs hinders hearing

gloves decrease sensitivity of cane

walking on snow covered sidewalks is taxing on one's ability

varying sidewalk conditions pose the greater problems (ex. after adjusting to hard packed snow, the temperature may rise and melt the snow; likewise the same occurs when the temperature drops).

10.3.7 Skill — Ability to recognize conditions of snow travel in above freezing temperatures

Objective

10.3.7.1 When traveling in snow with the temperature above freezing, the student will verbally describe the following probable conditions:

water flowing into sewers (can point ways to street)

slush is present (predominant along curbs and/or driveways)

water dripping from buildings and/or trees (often helps in re-orienting or maintaining one's direction)

water in streets is a clue that one might be straying into the streets.

10.0 Unit Travel in Miscellaneous Areas

10.3 Snow Travel

10.3.8 Skill — Ability to describe disadvantages of snow travel in below freezing temperatures

Objective

10.3.8.1 — When traveling in snow with temperatures below freezing, the student will verbally describe the following probable conditions:

frozen ice and snow can create illusions of curbs, corners, and driveways

there is (often) only a narrow footpath to travel on

driveways are (often) rough with frozen ruts and tire tracks running perpendicular to the sidewalks.

10.3.9 Skill — Ability to explain the significance of striking a parked car

Objective

10.3.9.1 — When asked to explain the significance of striking the side of a parked car, the student will state that:

striking the side of the car means the car is (a) parked along side the curb, or (b) in the driveway

striking the front or back of the car means the student has veered into the street, or far enough into a driveway.

10.3.10 Skill — Ability to describe how snow is cleared in major and minor areas

Objectives

10.3.10.1 — When asked to describe major area snow clearance, the student will describe how snow is cleared in major areas stating:

main streets are cleared, possibly leaving snow banks at the side and possibly covering the curbs

sidewalks are cleared

salt is spread on the streets, melting the snow.

10.0 Unit Travel in Miscellaneous Areas

10.3 Snow Travel

10.3.10 Skill — Ability to describe how snow is cleared in major and minor areas

Objectives (continued)

10.3.10.2 When asked to describe minor area snow clearance, the student will describe how snow is cleared stating:

streets are plowed leaving snow banks

sidewalks may or may not be cleared, depending on the homeowner

streets are salted

sidewalks are salted by some homeowners.

10.3.11 Skill — Ability to travel in a new area under snow conditions

Objective

10.3.11.1 When traveling in a new area under snow conditions, the student will:

sweep the cane across the sidewalk to determine (a) width of travel space, (b) firminess of terrain, (c) perceptibility of curb

determine the consistency and height of a snowbank covering a curb

sweep the cane lightly against the inside of the shoreline and on the grass to determine the consistency of the inside snow

while walking the first block, pay particular attention to the driveways and other familiar landmarks

determine how clear the streets are at the first crossing.

10.0 Unit Travel in Miscellaneous Areas

10.4 Shopping Malls

10.4.1 Skill — Ability to negotiate a one-level mall following familiarization

Objective

10.4.1.1 — Upon familiarization to a one-level mall (including the function and layout of the mall and location of specific entrances and stores), the student will go to any number of stores in that mall, trailing the buildings to locate specific doorways and asking for and following directions to specific unfamiliar stores.

10.4.2 Skill — Ability to negotiate a two-level mall following familiarization

Objective

10.4.2.1 — Upon familiarization to both levels of a mall and the means of getting from one level to another, (by stairway or escalator), the student will go to stores on both levels, using appropriate cane technique, receiving and following directions and locating the stairway or escalator either with or without aid.

10.4.3 Skill — Ability to explore the resources available in an unfamiliar mall

Objective

10.4.3.1 — Upon entering an unfamiliar mall with a sighted guide, the student will request a walk through the mall and a description of all the stores located there and the location of stairways or escalators and landmarks.

10.4.4 Skill — Ability to negotiate an unfamiliar mall

Objective

10.4.4.1 — After being dropped off in an unfamiliar mall, the student will, by soliciting aid, determine the number of levels, the location of stairways or escalators and the location of several specifically assigned stores. The student will get to the stores by any combination of soliciting aid and use of appropriate cane technique.

10.0 Unit Travel in Miscellaneous Areas

10.5 Airports

10.5.1 Skill — Ability to describe the process of using air transportation

Objective

10.5.1.1 — When asked to explain the process of using air transportation, the student will explain how he/she could pay for a ticket (cash, check, credit card, other), how and what time he/she should get to the airport, to whom he/she should present his/her ticket, where his/her luggage will go, what is a boarding gate and what will happen to him/her there, what services are available on the flight itself, the duties of flight attendants, how he/she would pick up his/her luggage after disembarking, how he/she would get from the airport after landing at his/her destination.

10.5.2 Skill — Ability to obtain information from an airline agent over the telephone

Objective

10.5.2.1 — When asked to obtain information from an airline agent by telephone, the student will call the airline and receive flight information about which airline he/she can fly on, the cost, the frequency of flights, arrival and departure times, time of a particular flight, location of the terminal and assistance available to a visually handicapped person upon arrival at the terminal.

10.5.3 Skill — Ability to describe the function and general layout, the available resources, location of landmarks, and information sources at an airport

Objective

10.5.3.1 — Upon familiarization with an airport terminal, the student will describe its purpose, function, general layout, location of large landmarks (such as baggage racks or ticket counters) and the general location of an information booth or ticket counter, using compass directions and clues as description for a sighted guide.

10.0 Unit Travel in Miscellaneous Areas

10.5 Airports

10.5.4 Skill — Ability to locate a ticket counter

Objective

10.5.4.1 — Upon entering the airport terminal after familiarization, the student will walk up to the ticket counter for the purpose of presenting a ticket and soliciting aid to the boarding gate.

10.5.5 Skill — Ability to describe the relationship of several air terminals to teach other

Objective

10.5.5.1 — Upon familiarization to an airport having more than one terminal, the student will describe the relationship of one terminal to another and give directions to different terminals using compass directions and landmarks in a manner clear enough to be understood by a driver who had never been to that terminal.

10.0 Unit Travel in Miscellaneous Areas

10.6 Rural Travel

10.6.1 Skill — Ability to travel on a dirt road in a rural area

Objective

10.6.1.1 — When first traveling on a dirt road in a rural area, the student will:

request familiarization to more landmarks which he/she may not ordinarily need in a residential setting (e.g. poles, hydrants, mailboxes)

list primary clues, such as position of the sun and traffic in relation to the student's position

travel along the left side of the road using a very light touch

after detecting an approaching vehicle, clear with the cane and sidestep out of the roadway as far as possible and stop until it is safe to continue.

10.6.2 Skill — Ability to travel along a trail in a rural area

Objective

10.6.2.1 — When first traveling along a trail in a rural area, the student will:

use a very light touch

keep the arc of the cane only as wide as the trail

maintain a line of direction while walking slowly and using the forearm technique as protection from low hanging branches.

10.6.3 Skill — Ability to describe the conditions necessary in traveling in a grassy area

Objective

10.6.3.1 — When asked to state the necessary conditions to be present when traveling through grassy areas, the student will state that he/she will only travel through such areas if there is a means of maintaining a line of direction, such as using the sun as a guide or following a sound clue.

10.0 Unit Travel in Miscellaneous Areas

10.6 Rural Travel

10.6.4 Skill — Ability to travel in a grassy area

Objectives

10.6.4.1 — When traveling in short grass, the student will use a very light touch technique.

10.6.4.2 — When traveling in tall grass, the student will turn the cane over and use the touch technique with the crook of the cane pointing up resembling a sled runner.

GLOSSARY

ORIENTATION: Process of utilizing the remaining senses in establishing one's relationship and position to significant objects in one's environment

MOBILITY: Ability to navigate from one's present position to another part of the environment

LANDMARK: Any familiar object, sound, odor, temperature, or tactual clue that is easily recognized and has a known and exact location in the environment

CLUE: Any sound, odor, temperature, tactile stimulus affecting the sense which can readily aid in determining one's position or line of direction

SHORELINE: The border or edge of a sidewalk or grass line

LINE OF DIRECTION: A line or course from an object or sound to better aid traveling in a straight line toward an objective

SQUARING OFF: Aligning and positioning one's body in relation to an object, for the purpose of getting a line of direction and a definite position in the environment

SOUND LOCALIZATION: To determine the exact bearing or line of direction of a sound source

TRAILING: (Without Cane) Using the back of the fingers to follow lightly over a straight surface (wall, desk, table) for one of the following reasons:

to find one's place in space
to locate specific objectives
to get a parallel line of travel

HV1708 Perkins School f/t c.1
P419 Blind.
M713 MOBILITY CURRICULUM.
(1978)

Date Due

HV1708 c.1
P419
M713 Perkins School f/t Blind.
MOBILITY CURRICULUM.
(1978)

DATE | ISSUED TO

Reference Copy

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011